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ABSTRACT

This curriculum guide is designed to help special education adult educators enable adult handicapped students to develop, enhance, and maintain basic skills and competencies commensurate with their interests and ability levels. In addition to an introduction, this guide contains instructions on how to use the Individual Handicapped Adult Education Plan (IHAEP), and it provides test instruments and inventories. The guide is divided into three major sections: (1) functional skills--severely and profoundly handicapped; (2) functional skills--moderately handicapped; and (3) adult basic academic skills. These sections are further divided into courses, addressing the needs of the corresponding student population. Four courses are included in section 1: cognitive and linguistic skills; life sustaining and environmental interaction skills; leisure and recreation skills; and developmental-functional motor and sensory skills. Section 2 contains four courses: basic personal and home living skills; leisure and recreation skills; communication skills; and employability skills. Courses in section 3 are as follows: geography; government; history--world history and Florida history; consumer education; science--life science and earth/space science; math; language arts--reading, writing, speaking, and listening; and special strategies--teaching the hearing impaired, visually impaired, learning disabled, emotionally handicapped, and mentally ill, and why the mentally retarded lose jobs. An appendix contains lists of common words and vocabulary terms related to work sites and living skills. A bibliography contains 68 references. (NLA)

ED340431

Leon County Schools

Department of Adult and Community Education

Curriculum for Students with Special Needs

Superintendent
William M. Woolley

U.S. DEPARTMENT OF EDUCATION
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Badness you can get easily, in quantity; the road is smooth, and it lies close by. But in front of excellence the immortal gods have put sweat, and long and steep is the way to it; and rough at first. But when you come to the top, then it is easy, even though it is hard.

Hesiod, C. 700 BC
The Theogeny

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INTRODUCTION: Curriculum Application

The Curriculum For Special Needs is a guide for those who teach adult students who have a wide range of special educational needs. These students may range from the severely and profoundly handicapped to those who can master adult basic academic skills. The goal of this curriculum is to assist teachers in their quest to enable adult handicapped students to develop, enhance and maintain basic skills and competencies which are commensurate with their interest and ability levels. The goal of the teacher is to help students achieve the highest level of functional independence and academic performance that they are capable of achieving.

This curriculum may be used as the basis for planning programs and developing Individual Handicapped Adult Education Plans (IHAEP) for each student; however, teachers are encouraged to creatively utilize other teaching resources to provide quality educational opportunities for students.

This curriculum should be used in conjunction with the Activities for Students with Special Needs book. The activities book contains many activities that complement the various tasks and skills presented in the curriculum. Using the activities book will add variety to the classroom.

"The Readiness Trap"

Barbara G. Wilcox and G. Thomas Bellamy
From: A Comprehensive Guide to the Activities Catalog

Most curricula rely on a sequence of training objectives. However, when applied to individuals with handicaps, a rigidly ordered curriculum sequence creates a "readiness trap". A readiness trap refers to disallowing an individual to participate in an activity until he or she is ready and competent to perform all steps of the activity. This trap can constrain people in several ways:

- ☐ by focusing training on "presumed prerequisites" rather than on important adult tasks
- ☐ by emphasizing component skills rather than complete activities
- ☐ by emphasizing skill development for tomorrow's benefit rather than effective creative lifestyle benefits today
- ☐ by emphasizing "normal" ways to perform an activity rather than creative ways to accomplish the desired result

For too long curricula for individuals with handicaps has focused simply on their ability to learn. Today their ability to learn is no longer in doubt. The new focus should be on what they learn.

Several features distinguish this curriculum from the sequential model. This curriculum focuses on teaching functional whole units of behavior. Teaching the full functional activity makes it possible to arrange supported performance rather than wait until a student has mastered each component skill in isolation. It encourages alternative ways to accomplish a task. There are, in fact, several ways to perform most activities, and it is unnecessary to postpone performance until a particular method or form is mastered. For a student to have to rely on personal assistance for part of an activity is perfectly acceptable. This will help the student and the teacher out of the readiness trap.

Learning in the Natural Environment

Barbara G. Wilcox and G. Thomas Bellamy
From: The Activities Catalog

In attempting to teach all the core skills that an individual might ever be called upon to perform, traditional curricula often fail to teach the skills needed for the person to become competent and dignified in his or her own community, one of the purposes of education for the handicapped in the first place.

The skills presented in this curriculum should be taught within a diversity of integrated environments. Unfortunately, many times it is difficult to take students into the natural environment for learning — whether it is going to a community event or to the grocery store to purchase needed items. Sometimes a lack of resources may get in the way. This is where good simulations will help.

A simulation is training in a situation that is not the natural environment. A simulation may be used to provide extra practice for the difficult steps of an activity or to provide more control for a teacher than would be possible in the natural setting itself. The effectiveness of a simulation should always be judged by how well it improves performance in the natural environment.

Good simulations: 1) incorporate the same stimuli that would control behavior in the natural environment; 2) have the person practice a response that is similar in form to the response required in the natural setting; and 3) are always combined with training in at least one natural setting. Teachers are encouraged to teach in a variety of settings whenever possible, and when it is not, to rely on reproducing different settings in the classroom.

USING THIS CURRICULUM

This entire curriculum is based on the stated goals and objectives of the Florida Department of Education's Curriculum Frameworks For Grades 9-12, Exceptional Student Education Courses for 1990-91 and adheres to Adult Basic Education Program Student Course Performance Standards for Leon County Schools Adult and Community Education.

The Curriculum for Students with Special Needs is divided into three major sections: **Functional Skills-Severely and Profoundly Handicapped, Functional Skills-Moderately Handicapped, and Adult Basic Academic Skills.** These sections are further divided into courses, addressing the needs of the corresponding student population.

Profoundly Handicapped

The functional skills section of this curriculum is designed with a different format than either the Moderately Handicapped or the Adult Basic Academic Skills sections. The purpose of this was to encourage those who teach the profoundly handicapped to teach students whole activities rather than component skills. Since every severely affected person learns differently, and rarely sequentially, the writing team felt this was the most creative approach. It allows the teacher to assist as much as possible to enable the student to participate in the whole activity. In other words, "what's the point of the daily lesson of pointing to one's nose if one never has a chance to go to a field of wild flowers and use it."

In choosing a goal for student attainment (the IHAEP) the teacher has a choice, depending on the ability level of each student. He or she is free to choose the stated goal, one of the objectives or even one of the progress steps. If any of these are too high for the student, the teacher may break down (task analyze) any part of these or find an acceptable and attainable goal for the student outside of this curriculum. Teachers are not "tied" to this curriculum. It is simply a guide to creatively enhance their teaching style. The teacher may find using this curriculum convenient, as the goals and objectives are concisely stated.

Moderately Handicapped

This section emphasizes personal management and daily living skills. The format of the Moderately Handicapped portion of this guide includes goals, objectives and behavioral tasks. The idea is for the student to learn the tasks which make up an objective. This will eventually lead to mastery of a particular goal. A "good" goal statement specifies the target activity and describes what the teacher expects the student to do as a result of the training or support. Goals that are too general ("to improve vocational capacity," "to increase community leisure skills," or "to expand domestic competence") really do not tell much. A student or teacher does not know what to expect or exactly when the goal has been attained.

It is only by being clear about the intended goal that one may develop an appropriate intervention to achieve that goal. Lastly, choose goals and objectives that promote social integration and lead to expanding the number of places in the community to which the student may have access.

Adult Basic Academic Skills

This section is designed with the same format as the Moderately Handicapped section. It also utilizes objectives and tasks to achieve academic goals. This section addresses the basic academic skills that may be learned through instruction in geography, government studies, history, consumer education, science, mathematics and language arts.

The goal for this section, as for the entire curriculum, is to meet the special academic needs of handicapped adult learners so that they may integrate more fully into a "non-handicapped" society.

HOW TO USE THE INDIVIDUAL HANDICAPPED ADULT EDUCATION PLAN (IHAEP)

An Individual Handicapped Adult Education Plan (IHAEP) must be developed by the teacher for each student in an adult education handicapped class. The IHAEP's are required by the Department of Education (DOE) and are reviewed periodically by DOE representatives. Additionally, the IHAEP serves as a guide to help teachers focus on individual needs of students and documentation of student progress.

Teachers are required to develop an IHAEP within 30 days from the time a student is enrolled in a class for the handicapped. Progress for each student is recorded on the IHAEP. Copies of all IHAEP's for each school year are maintained in individual student files and are available for audit purposes.

Documentation of Handicapping Condition:

The Department of Education requires that each student in the adult handicapped program have documentation on file indicating his or her handicap. Teachers must request and obtain this documentation within 30 days after a student is enrolled in a class for the handicapped and always prior to claiming the student for funding. Examples of this documentation may include: 1) front page of Developmental Services Annual "HAB" Plan; 2) letter from a doctor indicating handicapping condition; 3) documentation from agency personnel stating handicapping condition.

See sample IHAEP for more information.

SAMP

LEON COUNTY SCHOOLS
ADULT AND COMMUNITY EDUCATION
INDIVIDUALIZED HANDICAPPED ADULT EDUCATIONAL PLAN

Student: Name

Teacher: Name

(Date IHAEP was developed)

Date of Service: From ________ 19 ___ to

________ 19 ___

(Date IHAEP completed or end of year)

Site: Name

Documentation of **(In Administrative Office)**
Handicap(s) on file. ____ Yes ____ No

Review Dates: Two a year required. Review should be done when student enters class and at the end of school year or upon leaving class, whichever occurs first.

EXPECTED PROGRAM OUTCOME(S):
(Long term goals for student)
Example: Student will improve basic education skills in order to become self-sufficient.

JOB PREPARATION (IF APPLICABLE):
Food Services, Clerical, Horticulture, Janitorial, etc.

SPECIALIZED SERVICE, AIDS, EQUIPMENT PROVIDED:
Behaviorial Specialist, mobility training, etc.

SUPPORT SERVICES/PROVIDERS:
Developmental Services, Vocational Rehabilitation

ANNUAL GOAL:
Example: Student will improve basic math skills.
(One area only per page:)

Present Level of Performance	Instructional Objectives Behavior/Condition/Criterion	Quarterly Progress Report Nov. ____	Feb. ____	May ____	July ____
TABE or other test results, if appropriate. Brief narrative from teacher.	**BEHAVIOR:** What does teacher want student to do? Ex. Student will correctly add single digit numbers **CONDITION:** Will the "behavior" be written, verbal, with/without prompting, etc. in written form **CRITERION:** What is the expected outcome? with 80% accuracy Date Initiated: **(When objective was implemented)**				
	Date Initiated:				

TESTING INSTRUMENTS AND INVENTORIES

Botel Reading Inventory

This test is designed to measure decoding, spelling, word recognition and word opposites. The battery includes the Decoding Test, the Spelling Placement Tests (Word Recognition Test and Word Opposites Test). The Decoding Test and the Spelling Placement Test diagnose the student's mastery of specific syllable/spelling patterns commonly met in reading and writing. The Word Opposites Test gives an estimate of reading comprehension, and it may also be used to estimate a student's potential reading level. All the tests in the inventory are scaled in order to facilitate placement of students. This test battery may be used in three basic ways: (1) for placement at the beginning of the school year, (2) for measuring progress throughout the school year, and (3) for checking mastery at any time.

The Brigance Diagnostic Inventory of Basic Skills

This inventory provides an additional aid for the teacher who wants to develop an individualized program for junior high and secondary students who need special instruction in basic skills at the elementary level. It is designed for use with students whose achievement is between kindergarten and sixth grade level. When a student scores at or above grade level in a given skill, he/she should be able to advance and perform successfully at the next grade level. Each skill is arranged in a developmental and sequential hierarchy. One may use the entire inventory or select individual skills to be tested. Areas covered on the inventory are: Readiness, Reading, Language Arts and Math. Each of the above areas are further broken down into many specific skills. The Brigance Diagnostic Inventory is intended for individual assessment.

The Brigance Inventory of Essential Skills

This inventory is designed primarily for use in secondary programs serving the student with special needs. It provides a means of tracking the student's mastery of those skills that have been identified as essential for mastery if the student is to function successfully and independently as citizen, consumer, worker, and family member. The Inventory of Essential Skills consists of two major parts. Basic academic skills are included in Sections A through T; the applied skills are included in Sections U through Z. Often, skills in these two parts are related, as when an academic skill is a prerequisite for performing an applied skill. Evaluation levels are from first to sixth.

Peabody Individual Achievement Test (PIAT)

The PIAT is a wide-range individual screening instrument designed to survey a student's level of educational attainment in basic skills and knowledge. It is intended for individual assessment, and it covers five subjects: mathematics, reading recognition, reading comprehension, spelling and general information. The range is kindergarten through twelfth grade. In addition to the five subtest scores, a total score gives a picture of the student's overall level of achievement. Since items are sequenced in ascending order of difficulty, individuals are tested only within an appropriate range of difficulty, from a basal level to a ceiling level. The reading teacher may be interested in administering only the reading recognition, reading comprehension and spelling subtests.

TEST OF ADULT BASIC EDUCATION (TABE)

The TABE measures adult proficiency in basic reading, mathematics and language skills. (The reading teacher may only use the reading portion if he/she so desires.). The TABE analyzes and evaluates the needs of adults who wish to undertake vocational-technical training or general literacy and self-improvement study. These tests help to establish the level at which instruction should begin, as well as to identify the individual's particular instructional needs in the basic skills. The TABE is categorized by difficulty.

Scott, Foresman Adult Reading: Comprehension Informal Reading Inventory

This inventory was designed for use in conjunction with the Scott, Foresman Adult Reading: Comprehension series. It may be used to help determine a student's reading level and placement in the appropriate level of the program. By using this as an oral test, one will gain insight into the type of reading errors students make. The passages are taken from the Adult Reading: Comprehension series. The questions have been formulated to test comprehension skills that correspond to each reading level. The test may be used in two ways: 1) the student may read the selection orally while the instructor records errors; or 2) the student may read the selection silently and then answer the questions.

Slosson Intelligence Test (SIT)

The SIT is a useful individual screening instrument for both children and adults. It is used to evaluate an individual's mental ability. The SIT has been constructed so that the administration and scoring of the test occur simultaneously, thus enabling the test to be given in a brief period of time. It has been specifically constructed so that professionals not familiar with prior testing situations may give a short screening device, which allows more individuals to receive the benefit of individualized testing. The SIT takes about 10-20 minutes to give and score.

Slosson Oral Reading Test (SORT)

The SORT is administered individually and is based on the ability to pronounce words at different levels of difficulty. It is a good instrument for quick assessments. There are ten columns of words which have been taken from standardized school readers. The levels are preprimer to high school. Each test has the complete rules for administration listed on the back along with the table for the conversion of raw scores into grade levels. It takes about three minutes to score and administer and is appropriate for both children and adults.

Steck-Vaughn Placement Survey for Adult Basic Education (ABE)

This survey assesses the achievement levels of ABE students in the areas of vocabulary development, reading abilities, English language skills, and mathematics understanding. Forms L and K measure these skills at levels 0 - 4; Forms M & Q measure skills at levels 4 - 8.

Sucher-Allred Reading Placement Inventory

The Sucher-Allred contains the Word-Recognition Test and consists of 12 word lists that range in degree of difficulty from primer through ninth grade reading level. The Oral Reading Tests consist of twelve selections that range in degree of difficulty from primer through ninth grade reading level. After the student reads each selection, common word-recognition errors are noted and five comprehension questions are given orally and evaluated.

Wide Range Achievement Test (WRAT)

The WRAT is designed to provide valid, reliable, and useful information on an individual's coding ability in reading, spelling and arithmetic. The age range is five through adult, and the test may be administered individually or in a group. The WRAT is a valuable aid for the identification of learning problems and for the study of sensory motor and coding skills involved in learning to read, spell, write and compute. There are two levels of the WRAT: Level I is for ages 5 through 11; Level II is for ages 12 to 64. Both levels are contained in the same test form. The 20-page Large Print Test Forms are designed for use with individuals who are partially sighted or who require magnification of reading material.

The inventory of Essential Skills includes 186 skill sequences and ten rating scales, which permits one to select assessments that will yield data to meet specific student and program needs. Many of the assessment procedures may be conducted in either individual or group settings.

Gates-MacGinitie Tests

This test is designed to provide effective measures of individual and group reading achievement for kindergarten through twelfth grade. Levels 1 and 3 measure vocabulary and comprehension, while Levels 4 through 12 measure vocabulary, reading comprehension and speed and accuracy.

General Educational Performance Index (GEPI)

The GEPI is a valuable, viable learning tool for indicating GED preparedness. It provides practice in test-taking and indicates content areas that may need more attention prior to attempting the GED. The total GEPI provides a subtest for each area of the GED: writing skills, social studies, science, reading skills, and mathematics. It also serves as a confidence booster when good scores are achieved. There are two forms which may be used for pre- and post-testing.

Locator Test for Living in the Reader's World

This test is designed to give the instructor a quick way to place the student within the four-book Living in the Reader's World series. The results of the Locator Test determine the point at which the student will begin work in the series. All students will not have to work through all four books. This Locator Test is for use by general classroom instructors or tutors. It is not necessary for a reading specialist to administer the test. This test helps the adult student to achieve basic reading proficiency in development of a basic sight vocabulary, recognition of syntactical patterns used in written language and development of reading comprehension skills. The Locator Test has readability levels ranging from 1.5 to 6.0.

Official GED Practice Test

This is the bona fide GED Practice Test, written and produced by the actual test makers, the GED Testing Service of the American Council on Education. The Official GED Practice Test may effectively help candidates to: determine readiness to take the full-length GED, identify general strengths and weakness in the five subject areas, alleviate anxiety associated with taking the actual GED Test, and to enable the educator to compare a candidate's performance with level of performance required on the actual GED Test. Results from these proven predictors are generally within five points of a student's performance on the actual exam. These tests offer two tests in English-print and audio and two tests in Spanish-print only.

The Woodcock Reading Mastery Tests

The Woodcock is a battery of five individually administered reading tests for use from kindergarten to grade 12. The Woodcock tests five areas: Letter Recognition, Word Attack, Word Comprehension, and Passage Comprehension. In addition, an index of Total Reading is obtained by combining performance on the five separate tests. Two alternate forms of the battery are available. All five tests of either form may be administered in 20-30 minutes.

Functional Skills-Severely/Profoundly Handicapped

I. Cognitive and Linguistic Skills

GOAL A

Communicate wants and needs through communication modes

OBJECTIVES

1. **Respond to own name through one or more of the following: intentional body movement, facial expressions or gestures**

2. **Respond to cued commands through one or more observable behaviors (e.g., vocalization, body movements, facial expressions or gestures)**

3. **Indicate a preference by selecting one item from among two or more items**

4. **Initiate communication to satisfy wants or needs spontaneously through one or more of the following communication modes: gestural, vocal, facial expressions, communication boards, mechanical devices or sign language**

OBJECTIVE

1. **Respond to own name through one or more of the following: intentional body movements, facial expressions or gestures**

TARGET BEHAVIOR:	Respond to own name
PROGRESS STEPS:	1. locate origin of sound 2. attend to face of teacher 3. respond to teacher voice 4. identify sound with object 5. respond to own name
MATERIALS:	Flashlight, instant camera and mirror may be used for the following activities:
POSSIBLE ACTIVITIES:	Place student in front of mirror and have student gesture to the mirror when name is called.

Have student indicate to teacher by pointing to self or raising hand when teacher says student name. Have student identify him/herself in a group photo or indicate self in one of two photos.

When calling the student's name, shine a flashlight on his/her face. Make it a game, gradually eliminating the flashlight.

Sing songs using the student's name.

Be sure to enthusiastically reinforce correct (or near correct) behavior.

OBJECTIVE

2. Respond to cued commands through one or more of the following: vocalization, body movements, facial expressions or gestures

TARGET BEHAVIOR: Respond to cued commands

PROGRESS STEPS:

1. locate origin of sound
2. attend to face of teacher
3. respond to teacher voice
4. identify sound with object

MATERIALS: Current magazines with interesting pictures

POSSIBLE ACTIVITIES: Always start with simple commands, prompting the student as necessary. For example: "Touch your leg" or "Raise your finger".

Make it fun by playing "Simon Says" and if one has more than one student who is able to play, include him/her.

Show interesting pictures and ask student to point to the tree or the house, etc.

Keep voice modulation enthusiastic and age appropriate.

OBJECTIVE

3. Indicate a preference by selecting one item from among two or more items

TARGET BEHAVIOR: Indicate item preference

PROGRESS STEPS:

1. attend to object(s) momentarily with eyes
2. attend to teacher face
3. attend to teacher voice
4. gesture to object

MATERIALS: Posters, shiny objects, everyday objects, shallow cardboard box

POSSIBLE ACTIVITIES: To get student to attend to an object, use black and white checkerboard patterns (such as a poster with this pattern drawn on it or perhaps a picture of a face done in black and white). For students who have not learned to attend to objects, use light and dark contrasting colors.

Shiny objects are most attractive to students. Place items such as an aluminum foil ball, a pin wheel, small mirrors, a set of keys etc. in a shallow box in front of the student giving him/her plenty of time to focus on the box. Encourage the student to touch and manipulate objects. Repeat request to choose a favorite.

Place everyday objects into the box (hairbrush, toothbrush, mirror, pencil, etc.) Encourage student to indicate a preference for any item. When student gestures to a particular item, the teacher may pick up the item and demonstrate its function. For example: when the student indicates preference for hairbrush, then the teacher may brush student's hair with it as reinforcement.

If possible, teacher and student should work alone to avoid being distracted by the noise of others working. A student's gesture is often nonverbal and may be very subtle, so **it is better to be in a quiet place**.

OBJECTIVES

4. Initiate communication to satisfy wants or needs spontaneously through one or more of the reinforcement communication modes: gestural, vocal, facial expressions, communication boards, mechanical devices, or sign language

TARGET BEHAVIOR: Communicate spontaneously to satisfy wants or needs

PROGRESS STEPS:

1. recognize want or need in self
2. attempt to gesture
3. demonstrate ability to respond

MATERIALS: Poster boards, photos of everyday activities, contact paper, plastic wrap

POSSIBLE ACTIVITIES: From Kissinger, Ellen M., A Sequential Curriculum for the Severely and Profoundly Mentally Retarded/Multi-Handicapped. Courtesy of Charles C. Thomas, Publisher, Springfield Illinois, 1981.

Communication board usage requires a means of letting someone else know what is desired, either by eye contact, pointing, or mechanical selection. Before designing a communication board for an individual student, the student's abilities will have to be determined.

Communication boards may be devised using pictures, picture symbols, Bliss symbols, or letters and words. Again, this will be determined by the abilities of the student.

Communication boards may be teacher-made or commercially purchased. Teacher-made versions may be made using poster board, index cards, and/or photographs, and clear contact paper or laminating material (or plastic wrap). Take photographs of desired activities (eating, drinking, toileting) and cover with contact paper so they last longer, or draw symbols on index cards and cover them. Cut poster board to desired size and then cover for longer wear. Tape pictures or symbols onto board. Do not permanently attach pictures when first teaching use of board.

A bell, buzzer, or light may be attached to the communication board, so that the student is able to attract someone's attention when he/she wishes to communicate something.

Many severely and profoundly retarded students will never learn to speak. Therefore, the emphasis should be taken off speech. However, whether using pictures, symbols, gestures or sign language, the symbol should always be paired with a word.

Keep words, signs, etc. simple and at the level of the student. Give the student a reason to communicate: a need for something or an experience to share.

Have the students identify his/her own physical needs (specify how student in needs):

- Indicate discomfort
- Indicate a need for food or drink
- Indicate when in pain
- Indicate a need for rest
- Indicate when sick
- Indicate a need for change in activity
- Indicate a need for repositioning
- Indicate a need to use the toilet

GOAL B

Use system of communication to interact with others in various situations

OBJECTIVES

1. **Initiate a meaningful communicative exchange with others in numerous settings**

2. **Answer questions or follow commands appropriately in a variety of settings using a communication mode**

OBJECTIVE

1. Initiate a meaningful communicative exchange with others in numerous settings

TARGET BEHAVIOR: Initiate communication exchange

PROGRESS STEPS:

1. attend to faces
2. attempt to gesture
3. respond to voice (or greeting)

MATERIALS: Transportation, community event lists, money (if necessary) for event, appropriate dress, tickets, etc.

POSSIBLE ACTIVITIES: Take two or more students, who are able to be transported, to a community event.

Sporting events, museums, parades, fairs, and cultural exhibits are valuable learning experiences. The teacher may enthusiastically describe the events in simple terms and encourage student response. This environment will encourage the student to initiate communication.

If transporting students is not possible, at least take students outside for class. Treat this setting as a field trip by planning an activity such as bird identification using picture boards. Again, gear activity to level of student. Simply having a scenery change is invigorating.

Since students spend much of thier time in the classroom, providing activities outside of the classroom may be motivational. A change of setting may be quite stimulating. It also gives students and teachers a purpose for communication: mutual experiences to share.

OBJECTIVE

2. Answer questions or follow commands appropriately in a variety of settings using a communication mode

TARGET BEHAVIOR: Answer questions or follow commands using a communication mode (See Goal A, Objective 4.)

PROGRESS STEPS:

1. attend to face/voice
2. demonstrate ability to gesture
3. respond to request or command

MATERIALS: Poster board, tongue depressors, elastic headbands, appetizing pictures of foods

POSSIBLE ACTIVITIES: Begin with simple commands: "Touch your leg", "Touch your arm", "Touch your knee", etc. Progress to finer parts: nose, mouth, ears, fingers. Use pointing as a method of responding to questions. Eye contact may be used as a pointing method. Other pointing methods include using hand to touch desired object, picture, or symbol; using one finger to point to object; using other body part (determined by student's abilities) to point or touch desired object; using physical pointing device to indicate desired object (Kissinger, 1981).

Pointing devices may be adapted to student ability. For example: a tongue depressor attached to an elastic headband may serve as a pointer for students with minimal use of their hands.

Use a picture board of favorite foods and have student point to each food which make up a favorite meal. The picture board could consist of fast foods, and when every student has a meal selected, the teacher may take the class to a fast food restaurant and let them order using their own picture board menu.

II. Life Sustaining and Environmental Skills

GOAL A

Demonstrate the ability to independently care for personal hygiene needs within ability limitations

OBJECTIVES

1. Utilize toilet appropriately on a regularly scheduled basis with assistance
2. Utilize toilet appropriately on a regularly scheduled basis
3. Independently initiate and complete toileting
4. Wash hands or face with assistance
5. Care for body hygiene with assistance
6. Care for body hygiene independently
7. Care for oral hygiene
8. Care for nasal hygiene

OBJECTIVE

1. Utilize toilet appropriately on regularly scheduled basis with assistance

TARGET BEHAVIOR: Utilize toilet with assistance

PROGRESS STEPS:

1. recognize being wet
2. hold urine for one hour
3. allow physical assistance to toilet
4. stay on toilet with supervision
5. eliminate on toilet

MATERIALS: Student toileting facilities

POSSIBLE ACTIVITIES: **Toileting is not usually one of the teaching tasks assigned to education teachers who work with profoundly handicapped adults; however, enhancing one's knowledge about all aspects of teaching the profoundly handicapped will only help the teacher understand each student's life situation better.**

Almost anyone who is not incontinent (physically unable to hold urine or bowel movement) may be trained to wait to eliminate on a scheduled basis with assistance. Some, however, are so profoundly affected that they will never learn to recognize the need to eliminate. There are fewer of these students than one may think. An excellent resource for toilet training profoundly retarded students is Fox and Azrin's Toilet Training the Retarded, 1973. It is a step-by-step training guide for use by teachers and residential staff to help residents stay dry.

Another excellent resource is Kissinger's A Sequential Curriculum for the Severely and Profoundly Mentally Retarded/Multi-Handicapped, 1981. The following activities for toilet training are from this curriculum:

Help the student develop a sense of wetness by keeping him/her dry. Change student's diaper often, but do not use diaper changing as a social time since it just reinforces staying wet.

When student wets, have him or her touch the soiled area and help (in whatever way he/she can) change his/her own diaper.

Chart (baseline) the student's toileting behavior. Check student every half hour and record if he/she is wet or dry, or has a bowel movement. Check for time patterns. If the student eliminates regularly at certain time of the day, take him/her to the bathroom several minutes before that time, until a routine is established.

If student can retain urine for 1 1/2 to 2 hours, he/she is physiologically ready for toilet training. The natural reinforcer should be a preference to be dry.

Once training is started, the student should wear training pants, not diapers. If student soils his/her pants between toileting episodes, treat the incident with a detached attitude. Attention (positive or negative) toward the incident will only serve to reward the accident and may become an attention getting device. (Fox and Azrin, 1973)

OBJECTIVE

2. Utilize toilet appropriately on a regularly scheduled basis

TARGET BEHAVIOR: Utilize toilet on a schedule

PROGRESS STEPS:

1. stay on toilet independently
2. report accidents
3. eliminate on toilet
4. accept/adhere to scheduled toileting

POSSIBLE ACTIVITIES: If the student's handicaps permit, gradually decrease the amount of support given when the student is on the toilet.

Gradually increase distance from student.

All changing should be done in the toileting area.

If possible, have the student assist in clean-up, but remember not to talk or fuss with the student while doing this.

OBJECTIVE

3. Independently initiate and complete toileting

TARGET BEHAVIOR: Independent toileting

PROGRESS STEPS:

1. show discomfort when wet
2. gesture or verbalizes toilet needs
3. go to toilet area
4. remove necessary clothing
5. place self on toilet
6. eliminate
7. wipe self
8. redress self
9. flush toilet
10. wash hands
11. return to previous activity

POSSIBLE ACTIVITIES: Observe discomfort as indicator of wetness. Help student develop sense of wetness by keeping him/her dry. Change the student's pants whenever wet so he/she does not become accustomed to feeling wet (Fox and Azrin, 1973).

Watch for any attempts the student makes to indicate toileting needs: tug at pants, points toward toilet, holds crotch.

Attach a bell, rattle, light or picture to the student's wheelchair or wheelchair tray. Pair this cue with the toileting routine and encourage the student to use these independently.

Whenever the student uses the cue, place him/her on the toilet. Use the same simple terms consistently. Lead the student to the toilet area. Gradually decrease physical contact: walk aside or behind the student and point in desired direction.

Place a toy or other favorite object in the direction of the bathroom. Have the student move toward the toy as one moves it into to toileting area. (Wisconsin, p. 344), (Kissinger, 1981).

Have student follow a colored tape line or arrows to toileting area. If using a potty chair in the classroom, gradually move the chair closer and closer to the bathroom as the student progresses (Thornley, p. 39), (Kissinger, 1981).

When training, make sure student is dressed in two-piece outfits such as a shirt and pants with an elastic waistband.

Physically assist student in flushing toilet. Place a colored tape on the toilet handle as a visual cue. The sound of the toilet flushing will serve as an auditory reward. Gradually increase one's distance from the toileting area and allow the student as much independence and privacy as possible (Kissinger, 1981).

Establish a classroom routine with specific toileting times: after meals, after play, etc.

OBJECTIVE

4. Wash hands or face with assistance

TARGET BEHAVIOR: Same

PROGRESS STEPS:

1. gather necessary materials
2. turn on water
3. adjust hot and cold taps
4. wet and soap washcloth
5. apply cloth to face (washing)
6. rinse face
7. rinse washcloth
8. dry face
9. hang up washcloth and towel
10. clean area

MATERIALS: Hairband, pins, mild face soap, large sink, water, washcloth, towel, mirror

POSSIBLE ACTIVITIES: Keep all bathing materials in same location.

For students who have never attempted this activity for themselves, the teacher will need to model the above steps explaining each step as it is completed. Be sure to work with student on basic concepts of "hot" and "cold". Teacher may use colored tape on the hot and cold taps.

The teacher will need to guide the student's hands through the motions. Start with one part of the face or hand at a time, gradually replacing physical assistance with verbal cues.

This activity may be done outside (on a warm day) teaching several students at once.

Use a mild face soap with lots of bubbles so that the student may see when all soap is rinsed off of the face and hands. Make sure student completes all steps including cleaning up after him or herself.

Since this is a daily activity the student should learn to do as much of this activity as possible to promote independence. It is up to the teacher to make it a pleasant and fun experience so that the interaction will be reinforcing.

After eating may be a good time to teach this skill, repeating it daily.

OBJECTIVE

5. Care for body hygiene with assistance

TARGET BEHAVIOR: Bathing

PROGRESS STEPS:

1. gather necessary materials
2. turn on hot and cold water
3. adjust temperature
4. plug tub
5. fill tub with several inches of water (only if bathing); if showering, turn on shower
6. undress
7. step into tub
8. wash
9. rinse if necessary
10. dry off
11. apply deodorant
12. dress
13. clean area

MATERIALS: Private tub facility, soap, washcloth, large towel, bathing chair or other adaptive device such as handrails (if necessary), non-slip tub mat, shampoo/creme rinse

POSSIBLE ACTIVITIES: (Kissinger, 1981)

Always place student in a pre-filled tub so that water temperature has already been adjusted to his/her liking.

Teacher should use a folded towel for kneeling next to tub comfortably.

If teaching student to shower, use a commercially available spray shower hose and have student sit in a bath chair.

First, model washing behavior for student by washing one body part at a time. Teacher may say things like "this is the way we wash our leg", etc. Guide the student's hands through the motions.

Use a big fluffy towel (or other interesting and fun toilet articles) after bathing to help make it a fun experience.

When shampooing, use only a small amount so that it is not too sudsy for student. Always use some sort of creme rinse for hair so that when combing out student's hair, it is not painful.

To avoid accidental falls, drain tub while student is still in tub.

OBJECTIVE

6. Care for body hygiene independently

TARGET BEHAVIOR: Independent bathing

PROGRESS STEPS: Same as bathing with assistance

MATERIALS: Same as bathing with assistance

POSSIBLE ACTIVITIES: Try to teach this activity at the same time each day.

Gradually progress from guiding student's hands through bathing motions to verbal cues.

Encourage students to fill tub and adjust water temperature by themselves. The teacher should always check the temperature before students gets into water.

Teach students to turn water "off" to eliminate a dripping faucet.

OBJECTIVE

7. Care for oral hygiene

TARGET BEHAVIOR: Brushing/flossing teeth

PROGRESS STEPS:

1. gather necessary materials
2. open mouth
3. allow toothbrush to be placed in mouth
4. allow teeth to be brushed
5. hold tooth brush
6. put paste on toothbrush
7. bruss own teeth
8. rins teeth
9. drs mouth

All steps are the same for flossing teeth

MATERIALS: Toothbrush, toothpaste, dental floss, dental flossing device, towel, cup, water

POSSIBLE ACTIVITIES: (Kissinger, 1981)

Begin by having student accept a cotton swab around his or her mouth.

When using a toothbrush, make sure it has soft bristles.

Use pleasant tasting toothpaste. Some students may find it easier to handle an electric toothbrush. It also massages gums (Finnie 1975, p.131).

If student objects to toothbrush, stop and try again later.

If necessary, build up the handle with a bicycle grip, masking tape rubber ball, small rubber toy or bottle handle (See Making Aids for Disabled Living, Grainger, 1981). If unable to use a toothbrush, try using a washcloth to rub teeth and gums.

Label each student's toothbrush and place or color code each brush differently. To get turning motion, have the student put nuts and bolts together.

Let the student practice squeezing paste out of the tube. Student can practice by squeezing rubber ball.

Use disclosure tablets to see which teeth are being missed. Discuss proper times to brush. Use pictures to remind student of what to do.

Teach student to take one mouthful of water and spit it out into sink. Explain the reason for rinsing mouth. Teach student to swish water around in mouth and to use tongue to help get excess toothpaste off teeth after brushing. Demonstrate rinsing the brush. Explain why. Show student how to dry mouth with paper towel or cloth towel.

Flossing requires great motor skill and is difficult to teach. Using a Y shaped flossing device (available from drug stores) will be helpful. Be sure to build up handle (See Grainger, 1981).

Toothbrushing is extremely important, even if all the student may do is allow the teacher to brush for him/her.

OBJECTIVE

8. Care for nasal hygiene

TARGET BEHAVIOR: Same

PROGRESS STEPS:

1. recognize need to blow nose
2. request or gestures for tissues
3. wipe nose
4. blow nose
5. dispose of tissue

POSSIBLE ACTIVITIES: (Kissinger, 1981)

Develop sensitivity in the nasal area by brushing with a Q-tip or toothbrush under the student's nose.

Using an eye dropper under the student's nose, have him/her practice.

Model the behavior for student and help guide their hands.

Hold tissue at the students nose and have him/her blow.

Have tissues within the student's reach. Pop-up tissues will be easier for the student to get. He/she will not have to separate one tissue from a pile of tissues.

Have a set location for the tissues. Stress the importance of always carrying a handkerchief, loose tissues or a small packet of tissues.

Have the waste basket at a set location. Put a large arrow on the wall to indicate the location of the waste basket. Make it a game to "feed" the waste basket.

Begin with verbal command "___________, blow your nose." Gradually shorten the command, use gestures, or only eye contact.

Allow the student to be as independent as possible. Have inspection periods. Role play appropriate times for using a tissue: turning head away from group, leaving table, using the tissue to remove obstruction from nose.

GOAL B

Demonstrate the ability to independently care for personal hygiene needs within ability limitations

OBJECTIVES

1. **Demonstrate cooperative dressing skills**

2. **Demonstrate independent dressing skills**

3. **Demonstrate cooperative hair care skills**

4. **Demonstrate independent hair care skills**

OBJECTIVE

1. Demonstrate cooperative dressing skills

TARGET BEHAVIOR: Cooperates while being dressed/undressed

PROGRESS STEPS: Student sits or lies passively while being dressed

MATERIALS: No special materials

POSSIBLE ACTIVITIES: The teacher should encourage the student to attempt to help dress himself or herself by handing him or her clothing items before dressing. Explain what item is and where it goes. Physically guide the student through the motions: "arm in arm hole", "this leg goes into this pantleg", etc...

For ease of dressing and undressing, use pants with elastic waistbands and pullover shirts. For shoes use velcro or slip on shoes instead of laces.

Dressing and undressing activities should be coordinated appropriately with other activities such as going to the bathroom or leaving to go on an outing in cold weather (coat, hat, mittens).

Dressing and undressing skills should not be forgotten simply because a student is handicapped. Many multi-handicapped students may learn to undress and/or dress themselves once a satisfactory position is found for them (lying down, sitting up, kneeling, standing holding onto furniture). In order to determine what position is best for each student, it may be necessary to consult a physical or occupational therapist (Kissinger, 1981).

OBJECTIVE

2. Demonstrate independent dressing/undressing skills

TARGET BEHAVIOR: Same

PROGRESS STEPS:

1. assist in dressing and undressing
2. remove own clothing appropriately
3. put on own clothing appropriately
4. zip, button and lace clothing and shoes

MATERIALS: Zippers, buttons, laces, poster board

POSSIBLE ACTIVITIES: Again, dressing skills should be taught during the course of daily activities or coordinated with outdoor activities.

To teach a student to zip, button and lace, the teacher may make a poster board with these activities on it. Be sure to use large zippers and buttons for those who do not have fine motor skills.

Using large dolls (dressing and undressing them) as teaching tools may also be helpful.

Adaptive devices, such as hooks for zippers are commercially available. Clothing should be adapted to the disability of the student.

Let student use his or her own style to get dressed — whatever is easiest for him/her.

After student learns to dress and undress independently, begin teaching clothing selection skills such as correctly identifying types of clothing, matching clothing to weather etc.

OBJECTIVE

3. Demonstrate cooperative hair care skills

TARGET BEHAVIOR: Cooperate while hair is being brushed or combed.

PROGRESS STEPS: Sit passively while hair is being brushed or combed.

MATERIALS: Large toothed comb or brush

POSSIBLE ACTIVITIES: To encourage cooperation, be sure student's hair is clean and head is not tender or sore.

The student will usually enjoy this interaction; having one's hair brushed is reinforcing in itself. Be sure to brush student's hair in front of a mirror so the student can see results.

The teacher should guide student's hands through the motion of bushing his or her own hair.

OBJECTIVE

4. Demonstrate independent hair care skills

TARGET BEHAVIOR: Same

PROGRESS STEPS:

1. identify grooming equipment
2. physically hold brush or comb
3. brush/comb own hair

MATERIALS: Large toothed comb or brush

POSSIBLE ACTIVITIES: To promote independent use of grooming equipment, build up handle of brush or comb with masking tape, a bicycle handle, rubber ball or other adaptive device.

Teacher should model steps, i.e., parting the hair, gently combing or brushing and removing tangles. Guide student's hand through the motions of brushing hair. Discuss need for hair being brushed and the importance of a neat appearance. Although this should be a daily activity, coordinate it with special outings.

Always have a mirror handy so student can see the results. Be sure to praise student's appearance after combing hair.

GOAL C

Demonstrate the ability to eat and drink within ability limitations

OBJECTIVE

1. **Demonstrate self-feeding skills with assistance**
2. **Attempt independent self-feeding as observed by teacher**
3. **Demonstrate appropriate self-feeding skills independently**

OBJECTIVE

1. Demonstrate self-feeding skills with assistance

TARGET BEHAVIOR: Cooperates when being fed

PROGRESS STEPS:

1. allow teacher to touch mouth area
2. demonstrate sucking reflex
3. chew soft food
4. swallow

MATERIALS: Appropriate food

POSSIBLE ACTIVITIES: If possible, the student should be taught to eat instead of being fed by teacher, attendant or tube fed. Meal times are very important to everyone, including the profoundly handicapped. It may be a challenge but can be done. For help in teaching this skill, two books are recommended: Kissinger's, *A Sequential Curriculum for the Severely and Profoundly Mentally Retarded/Multi-Handicapped*, 1981 and Perske's, *Mealtimes for Severely and Profoundly Handicapped*, 1977.

The student must master the above progress steps in order to feel comfortable while being fed. If he or she cannot do any one of these steps then he/she will resist being fed simply because it is physically uncomfortable to cooperate.

Try to vary the food texture as much as the student can tolerate. However, several different textures on one spoonful will be too confusing for the student.

Feeding should always be done in a quiet and clean area so that the student will not be distracted by a noisy or dirty atmosphere.

Student should not be restrained during meal time unless absolutely necessary.

Remember to reward cooperative eating behavior and ignore resistant behavior.

OBJECTIVE

2. Attempt independent self-feeding as observed by teacher

TARGET BEHAVIOR: Attempt independent eating

PROGRESS STEPS:

1. See Goal C, Objective 1
2. finger feeds

MATERIALS: Eating utensils adapted to student's disability, a large plastic plate, a large flat non-slip surface. (An excellent resource for making adaptive devices for any kind of everyday equipment is Grainger's, Making Aids for Disabled Living, 1981).

POSSIBLE ACTIVITIES: (Kissinger, 1981)

To get hand to mouth: Help the student bring hand to mouth and play. Help the student blow bubbles, blow a whistle, blow at a feather. Also, place a sticky substance on the student's fingers (syrup, chocolate, jam, honey), so that the student can taste it when he/she brings fingers to mouth. Have the student hold a lollipop and lick it. Build the stick up with paper or adhesive tape (Bensberg p. 78).

To get hand to plate motion: Make a plate with a target on it and have the student practice hitting the target.

Use a feeding tray or frozen food tray with depressions and one that is stable enough to enable the student to grasp food.

Provide a non-slip surface for the plate.

Good finger foods: Dry cereal, graham crackers, animal cookies, zwieback, lightly cooked string beans, cooked carrots, bananas, meatballs, cheese, small pieces of chicken, scrambled eggs.

OBJECTIVE

3. Demonstrate appropriate self-feeding skills independently

TARGET BEHAVIOR: Independent eating

PROGRESS STEPS:

1. hold spoon or fork
2. demonstrate wrist "scooping" movement
3. use knife to spread
4. use fork and knife to cut food

MATERIALS: Adaptive eating utensils

POSSIBLE ACTIVITIES: The teacher should model eating with utensils. Adapt all eating utensils to student's particular disability (See Goal C, Objective 2).

Play scooping games. Using a bucket with rice or sand, have student practice scooping motion by moving the sand from one place to another. Scoop ping pong balls out of water with a fish net etc. Use a plastic knife and clay to simulate cutting foods.

Introduce fork after mastery of spoon. Do not use a sharp fork or knife.

Have student scoop or spear semi-soft foods like mashed potatoes or large beans.

When learning to spread with a knife, start with soft things that spread easily, like butter or jam. When learning to cut foods, begin with cutting soft food like bologna or spaghetti (Kissinger, 1981).

When student is beginning to learn to eat independently, pay less attention to the amount of spillage and reward student for getting the basic grasping and hand-to-mouth motions.

GOAL D

Demonstrate the basic functional principles of orientation, mobility, and optimal use of home, school, and community settings with ability limitations

OBJECTIVE

1. Apply acquired self-care to a variety of environmental settings

TARGET BEHAVIOR: Same

PROGRESS STEPS: N/A

MATERIALS: See activities

POSSIBLE ACTIVITIES: The purpose of this objective is to encourage the teacher to take students into the community and let them practice using their social skills in as many settings as possible. Remember to let students do as much as their individual ability allows.

Activities may include:

Visit the library where students may view films, listen to tapes and check out materials to use at home and school. This could be arranged in advance with the library media specialist. The teacher may make arrangements for all of the students to get a library card.

Take students to fast food restaurants and let them select and purchase their own meals. The preparation for this activity may include simulating the activity at school using picture boards and other props to help students learn the process. Encourage the student do as much as possible for him or herself, from handing in the food order (picture board) to giving cashier the money for purchase (one large bill is easiest). It is best not to go to fast food restaurants at peak business hours.

Also look for community activities specifically designed for the handicapped. Perhaps the community has facilities for swimming or fishing specifically for the multi-impaired with special supervised activities already in place.

Many times the community will come to the school. Choral groups, storytellers and drama clubs often perform for free. Civic clubs often look for "causes" and may help with supervision of special outings or activities.

The teacher is only limited by his or her creativity and imagination.

III. Leisure and Recreation Skills for the Improvement of Quality of Life

GOAL A

Demonstrate ability to relate to objects (e.g., reaching, gasping, and functionally using switches, levers, and on/off buttons)

Note: Although leisure activities may include everything from going to the movies to running a race, this guide will emphasize aerobic activity. Too often the severely and profoundly handicapped are warehoused in their own wheelchairs, mats, or corners of the room. If no one helped move them, they may just sit or lie there forever. Not only is this a very boring existence, it leads to many of the same health problems able-bodied people face when they are sedentary.

Two excellent resources for teaching aerobic leisure activities to the severely and profoundly handicapped are: Physical Activities for Children With Severe Multiple Impairments by Susan J. Grosse, published by the American Alliance For Health, Physical Education, Recreation and Dance, and Aerobic Fitness for the Severely and Profoundly Retarded, by Dan Bauer, also published by AAHPERD. Much of what follows comes from these two books. They also contain many other ideas for aerobic activities. If the teacher is unsure about how to start a fitness program, a physical therapist may be consulted.

OBJECTIVE

1. Demonstrate cause and effect with objects through manipulation

TARGET BEHAVIOR: Demonstrate ability to manipulate objects

PROGRESS STEPS:

1. move randomly
2. attend to object
3. make movement toward object

MATERIALS: Pets, musical instruments, radio, T.V., computer

POSSIBLE ACTIVITIES: To get student to attend to objects, instead of using objects that quickly lose their appeal or have no purpose, use a pet. Community programs may bring an experienced therapist-handler to a school or group home to give students a chance to hold and stroke a pet. If the facility will allow it, students may raise their own pet. Something small and gentle, like a rabbit or a turtle, that can be caged is best.

Pets are extremely effective in getting a previously unresponsive student's attention, and pets are lots of fun!

Instruments such as keyboards, recorders, and triangles, that are easily manipulated, are best at getting students to attend. They demonstrate cause (hitting the triangle) and effect (the sound that is produced).

Encourage students to turn on radio or T.V.. Adapt small knobs by building them up with masking tape. Computers are also excellent tools for learning and recreation. Many computer software programs are geared specifically to multi-impaired students. These programs have "joysticks" that are easily manipulated by students. Programs range from arcade type games to communication programs.

GOAL B

Develop skills necessary for appropriate interpersonal relationships during leisure time activities

OBJECTIVES

1. **Understand and accept request for play activities from another person**

2. **Initiate and sustain active participation in leisure/recreational activities**

3. **Interact and appropriately terminate a leisure/recreational activity with one or more persons in a supervised setting**

OBJECTIVE

1. Understand and accept request for play activities from another person

TARGET BEHAVIOR: Same

PROGRESS STEPS:

1. accept touch and gentle manipulation of limbs (teacher does all manipulation)
2. accept passive bending, stretching and range- of-motion exercises

MATERIALS: N/A

POSSIBLE ACTIVITIES: (Grosse, 1981)

"When working with a student with severe multiple impairments (a student with little large muscle movement), the primary goal is to get the student to move—any part in any fashion, but move! One learns how to use one's body though actual use. Muscular capabilities only improve through activity—something must happen physically.

A Function Hike is an excellent activity for developing motor skills relative to daily living. Basic format is a hike—movement through environments surrounding the classroom—both inside and out. Hikes can be taken with one student and one teacher, or with a group of students, teacher, and aides. Students do not need to be ambulatory. As a hike progresses, various other activities take place." Possibilities include:

Moving in different fashions

- Forward, backward, sideways
- Large steps, small steps
- Big pushes and little pushes
- Fast, slow
- Loudly, softly
- Starting and stopping

Movement involving object manipulation

- Opening and closing a door—pull something
- Touching something—high or low—kick something
- Carry something—manipulate something big, little, heavy, light, easy
- Pick up something to move—something hard to move

Even if students do not always understand a concept they may imitate or be motored through an activity.

OBJECTIVE

2. Sustain active participation in leisure/recreational activities

TARGET BEHAVIOR: Sustain participation in an activity with teacher encouragement

PROGRESS STEPS: See Goal B, Objective 1.

MATERIALS: Money for handicapped accessible bowling alley, balls, shoes (if ambulatory), bowling ball ramp, large flat yard space

POSSIBLE ACTIVITIES: A recreational activity that is always fun and allows for those in wheelchairs, is bowling. Bowling may require a field trip to an alley; however, the teacher may also organize a lawn bowling game using a bowling ramp and a softer "bowling ball" such as a volley ball or a basket ball. If going to a bowling alley, it is not as important to keep score for everyone as it is to encourage movement of large muscle groups (arms and legs) and enjoy the act of participation.

"The teacher should enjoy the activity also. A conscious decision should be made before starting that this activity will be pleasurable for everyone. Do activities right along with students. Having a model to imitate aids their learning and encourages the students to sustain participation" (Grosse, 1981).

OBJECTIVE

3. Interact, and appropriately terminate a leisure/recreational activity with one or more persons in a supervised setting

TARGET BEHAVIOR: Same

PROGRESS STEPS:
1. accept initiation of play activities from others
2. cooperate during play activities with peers

MATERIALS: Parachute or large sheet, "soft" balls (sponge balls, balloons, volley balls)

POSSIBLE ACTIVITIES: (Grosse, 1981)

"Given the goal of any large muscle movement, such movements are easier to obtain if only one or two body parts are involved in the activity. In this case parts involved are arms, and the activity is parachute play.

All students in a group participate at the same time. Seated around the perimeter are those who are able to gasp and hold the edge of the parachute; those who cannot, may be attached by adding sewn loops to the edge of the parachute though which each student may slip a hand. A parachute is colorful and easily moved, thus aiding in the focus of attention while providing instant results for any arm movements. Teachers/aides interspersed around a parachute may easily control and direct movements by controlling the parachute. Some students may imitate actions of adults while others move because they are attached."

Various movements may be done with a parachute:
- Shaking
- Lifting and lowering
- Alternating fast and slow actions
- More mobile students moving under the parachute while others manipulate it
- Rolling or bouncing balls on the parachute
- Using musical accompaniment to give extra stimuli to movements
- Grasping the parachute while passing it along the edge from person-to-person (if students are able to grasp)

"This activity may be as calm or as vigorous as a teacher, leader, or aide desires. Direct hands-on help may be given to students without interrupting group activity. The helping person moves from student to student and reaches around from behind to guide arm movements. The teacher may request a parachute from the physical education department at his or her school. If a parachute is not available, a large sheet may substitute."

GOAL C

Independently select age appropriate leisure and recreational activities

OBJECTIVES

1. **Select and apply age-appropriate leisure and recreational activities outside the classroom within a school/home environment, and in accordance with individual abilities**

2. **Select and apply age-appropriate leisure recreational activities in the community in accordance with individual abilities**

OBJECTIVE

1. **Select and apply age-appropriate leisure and recreational activities outside the classroom within a school/home environment, and in accordance with individual abilities**

TARGET BEHAVIOR: Same

PROGRESS STEPS: If offered a variety of activities, the student may communicate to the teacher a preference for one activity over another.

MATERIALS: Stationery bike or trike, scooter board

POSSIBLE ACTIVITIES: The teacher may offer a wide variety of leisure activities to students. Perhaps by using a picture board, the teacher may get a student activity preference. It is important to give students the choice of activity. This will help the student feel more independent, and the activity will be more enjoyable. The activity should match the student's ability.

Activities may include: (Bauer, 1981)

Bike Riding: Stationary bike riding is an excellent activity for adults . It has the advantages of conditioning the cardiovascular system and being fun at the same time. Another advantage is that bicycling subjects the body to little trauma. Bike riding is not hard on the legs and is excellent for improving the strength of the leg and back muscles. Tricycling, or bike riding, is good for the student if the student can support his/her trunk in a sitting position whether able to walk or not. There are harnesses that come with some tricycles so the student's sitting balance may be supported while riding. The students feet may be fastened to the pedals, and the trike pulled about. This sets the alternating pattern necessary for walking and also serves to loosen tension in the knees.

Scooter Board: The scooter board is a flat board to which four caster wheels are attached for easy movement. Either a sitting, supine, or prone lying position may be taken on the scooter board; movement is created by pushing with the arms and legs. Commercial scooter boards are usually 14 by 18 inches in size, but longer ones may be purchased or made at home or in school. Scooter boards, especially those of longer length, are excellent means of providing mobility to the non-ambulatory student. Use of the board greatly extends the opportunities for participation in physical education activities for those students with disabilities of the lower parts of the body. Tip: The teacher may need to manually move the limbs through the desired movement pattern needed to move the board.

OBJECTIVE

2. Select and apply age-appropriate leisure recreational activities in the community in accordance with individual abilities

PROGRESS STEPS: Same as Goal B, Objective 1.

MATERIALS: See activities

POSSIBLE ACTIVITIES: Again, the teacher may use a picture board to get the student to choose between one activity and another. Remember, the student must participate in all of the presented activities in order to make an informed choice. The student may still participate in community activities even if he or she is incapable of providing the teacher with a preference. A brief list of possible activities include:

Kite flying - This activity provides an opportunity to enjoy the outdoors and does not demand speed, strength, or particular skill. For students who have difficulty grasping the string roll, the string may be tied to the wheelchair or student's belt loop. This activity offers an opportunity for the student to practice hand-eye coordination also. Wide open spaces are needed for this activity!

Racquet sports - While most racquet sports require two players , some like tennis, racquetball, or handball may be practiced individually against a wall. Change the rules to accommodate various disabilities. The point of the game is the whole experience of playing, not keeping rigidly to a system of scoring or "doing it right".

Swimming - Find a handicapped accessible swimming pool in the community, one where the wheelchair may be rolled right into the pool or lake. This activity usually takes at least three to four staff members to supervise depending on size of group.

If students are in a residential setting, the teacher should advocate for the students to be able to take these field trips into the community at least once a month and more often, if possible.

IV. Developmental-Functional Motor Sensory Skills

GOAL A

Demonstrate the ability to use adaptive devices or assistance from others to overcome deficits in fine and gross motor development

Note: Development of fine and gross motor skills is inherent in learning almost every other skill in this guide. For example; for a student to learn to feed him or herself, he or she must have some motor control, specifically reaching and grasping. What follows are some basic fine and gross motor activities that will help the student in learning other (more purposeful) skills in the future. This is not a comprehensive curriculum for the development of motor skills. A teacher should always consult a physician or physical therapist who specializes in the special physical problems of the multi-impaired.

OBJECTIVES

1. **Demonstrate tolerance or acceptance of physical assistance as observed by the teacher**
2. **Demonstrate gross motor development within capabilities**

OBJECTIVES

1. Demonstrate tolerance or acceptance of physical assistance as observed by the teacher

TARGET BEHAVIOR: Tolerate tactile stimulation

PROGRESS STEPS:

1. sit or recline passively
2. accept being touched (physically assisted) by teacher
3. respond to touch

MATERIALS: See activities

POSSIBLE ACTIVITIES: Give the student many tactile experiences to help him/her overcome any aversion to the stimulation (soft and fuzzy toys, hard-pointed objects, rough and smooth surfaces).

The teacher may even use food as a tactile experience (dry oatmeal or cooked spaghetti, cereal, dry macaroni, etc.) Take students outdoors and let them experience the tactile sensations of nature. Anything that will provide an interesting sensation and provoke a response (that is not dangerous) may be used.

Gentle massage is also beneficial. Rubbing the arms, shoulders, neck and legs and naming the body parts as they are touched feels good.

Make a "Feel Me" book by mounting various textures on cardboard and joining them with metal rings (Kissinger, 1981).

OBJECTIVES

2. Demonstrate gross motor development with assistance

TARGET BEHAVIOR: Improvement of head control and large muscle control (arms and legs)

PROGRESS STEPS:

1. hold head up or hold head up with support
2. randomly move arms and legs

MATERIALS: Favorite toys or objects, noisemaker, creative mobile, etc.

POSSIBLE ACTIVITIES: (Kissinger, 1981)

If student is in lying on back, suspend toys, noisemaker, or mobiles above the student and encourage him/her to lift his/her head to see the objects. Make gestures to pick up student from the shoulders to give him/her an opportunity to develop head control.

Change the student's position frequently to give him/her a chance to develop head control from many different positions.

Present stimuli (visual and auditory) at various places around the room to encourage the student to look around. Have two people move around the room. Each should alternate calling the student's name or make noise to get the student to look.

Help the student move arms randomly. Use tactile stimulation to help student relax and extend arms. Use music to encourage arm movement. Have student swing at balloons, mobiles or other brightly colored targets. Play "Simon Says" and have students imitate teacher's arm movements.

Play catch with a big (light) beach ball or balloon.

GOAL B

Demonstrate object permanence including visually attending
and locating objects

OBJECTIVE

1. **Match, sort or follow patterns in a variety of settings for a given period of time**

TARGET BEHAVIOR: Same

PROGRESS STEPS:

1. visually attend for one minute or longer
2. gesture response or arm/hand motor control

MATERIALS: Clean washcloths of different colors, sock pairs, large puzzle pieces, dart game set with velcro attachments, balloons, small volleyball net

POSSIBLE ACTIVITIES: Give student washcloths to fold. The washcloths should be at least two different colors or sizes. Ask the student to choose all the washcloths of the same color or size. The folding will help with fine motor skills. Pairing socks reinforces this skill.

Working a puzzle may be fun and gives a chance to practice fine motor control. Use only large, easily handled puzzle pieces. Make sure puzzle is age appropriate.

Playing darts is also a good activity to practice large and fine muscle control. Many dart sets come with velcro attachments and two different colored sets of darts. Let student choose a particular dart color, and have student choose the same color from both colors continually during game.

Balloon Volleyball: set up net indoors or outdoors and blow up several balloons. Students may "play volleyball" using balloons.

GOAL C

Demonstrate means-end relationship skills by grasping and reaching for objects, using objects to achieve goals, and using functional tools

OBJECTIVE

1. **Demonstrate ability to grasp and reach for needed objects and materials in the learning environment**

2. **Demonstrate the ability to use simple objects in performing tasks**

OBJECTIVE

1. Demonstrate ability to grasp and reach for needed objects and materials in the learning environment

TARGET BEHAVIOR: Same

PROGRESS STEPS:

1. gesture or communicate a response
2. attempt to reach toward an object

MATERIALS: Video games, various coins

POSSIBLE ACTIVITIES: This objective should be practiced daily. The student should always be encouraged to reach for everything anyone else would. For example, if student is brushing hair or having hair brushed, the teacher should encourage the student to reach for and pick-up brush. If the student is walking into another room, have student reach for and open the door.

Visually stimulating video games are excellent ways to practice grasping techniques. They are also purposeful activities — much better than the teacher simply saying to the student "hold this or that". Video games do not have to be complex; in fact, many are specially designed for the multi-impaired.

Give students many different coins and encourage them to group coins according to size. Use pennies, nickels, dimes, quarters. Students may have to be motored through this activity. This activity helps to develop the pincer grasp.

OBJECTIVE

2. Demonstrate the ability to use simple objects in performing tasks

TARGET BEHAVIOR: Same

PROGRESS STEPS: Same as Objective 1.

MATERIALS: Simple gardening tools, plastic cups, hairbrush, toothbrush

POSSIBLE ACTIVITIES: Plant a garden using simple gardening tools such as a hand-held hoe or spade. Long handled equipment may be used for the wheelchair bound. Let student get into the dirt and use the tools to remove weeds and other debris. Encourage student to do as much of the actual planting as possible. Actually grow something.

Practice naming the function of everyday tools such as cup or hairbrush. When student responds correctly, reinforce correct response by using tool for intended function. For example, if student gestures "drink" for cup, give him or her a drink of juice.

Functional Skills - Moderately Handicapped

This course is designed to teach chronological age appropriate skills expected of non-handicapped peers and should take place in environments where they would naturally occur. It covers Basic Personal, Home Living, Leisure and Recreation, Communication, and Employability Skills. The use of adaptations to increase student participation cannot be overemphasized.

I. Basic Personal and Home Living Skills

GOAL A

Demonstrate ability to care for personal needs

OBJECTIVES	TASK
1. Care for personal hygiene needs to include shampooing own hair, toileting, bathing, oral hygiene, nail care, complexion care, use of deodorant, and care for menstrual needs (as appropriate)	a. identify five basic tools necessary for self-care (e.g., toothbrush, comb, brush, soap, etc.) b. wash hands before eating, after toileting, and before handling food. c. bathe and brush teeth d. clean own fingernails, wash own hair, and use deodorant e. use cosmetics appropriately, groom own hair, and shave
2. Demonstrate self-care skills in dressing	a. put on garments and fasten any type fastener b. put on own shoes c. identify suitable clothing for the occasion and weather conditions d. verbalize the occasion and identify suitable clothing to wear e. verbalize an activity and the suitable clothing to wear
3. Demonstrate self-care skills in eating	a. use knife, fork and spoon correctly b. chew food properly and use napkin correctly c. use appropriate table manners d. identify and locate items that belong on the table (e.g., plate, cup, utensils, napkins) e. carry utensils by the handle f. use commercial cafeteria and fast food service

GOAL B

Demonstrate practices to maintain good health

OBJECTIVES	TASK
1. **Maintain acceptable weight**	a. identify pictures of people who are overweight b. weigh self on scale c. verbalize or gesture reasons why it is unhealthy to be overweight d. determine if overweight e. verbalize or gesture ways in which a person can lose weight
2. **Verbalize correct information about need for proper nutrition**	a. state at least two reasons why proper nutrition is important b. state at least one food that is of little or no nutritional value c. name at least four healthful foods d. name at least four "junk" foods
3. **Classify foods in various categories**	a. identify foods in the following categories 1) five vegetables 2) three desserts 3) five fruits 4) bread and cereal 5) three meats 6) three milk products b. identify the four food groups by name c. plan two meals using foods from each of the four food groups d. name types of foods eaten at each meal
4. **Verbalize correct information about food groups and the nutrients they provide**	a. state that meat products contain proteins that promote body growth b. state that meat products contain vitamins that stimulate the appetite and keep the nervous system healthy c. state that fruits and vegetables contain vitamins that help to maintain body tissues and promote healing

	d. state that dairy products contain calcium which builds strong teeth and bones e. state that bread and cereal products contain vitamins and carbohydrates lost in food processing
5. **Demonstrate skill in meal planning**	a. utilize available foods in planning a meal b. plan a simple breakfast c. plan a simple lunch d. plan a simple dinner
6. **Apply simple first-aid to minor injuries and wounds**	a. identify symptoms of a simple health problem such as an upset stomach, headache, cut, scrape, fever, minor burn, cold and flu b. identify simple first aid techniques e.g., for cuts, burns, poison, broken bones, etc... c. identify first aid supplies d. state the reason for washing hands carefully and demonstrate good hand washing skills e. administer first aid to minor injury
7. **Indicate when medical assistance is needed**	a. identify injuries or illnesses that need doctor's attention b. describe how to make a doctor and/or clinic appointment c. identify emergency numbers from a local phone book d. identify appropriate reactions to specific emergency situation (e.g., contact police, fire department, medical assistance
8. **Describe procedures for obtaining emergency medical assistance**	a. learn how to dial emergency telephone numbers b. verbalize information required when requesting emergency assistance

Goal C

Demonstrate housekeeping, yard, and home safety skills

OBJECTIVES	TASK
1. **Identify cleaning supplies and household tools**	a. identify brooms, mops, and vacuum cleaner b. associate brooms, mops, and vacuum cleaners with appropriate tasks c. identify non-riding lawn mower and hand saws with appropriate tasks
2. **Perform light housekeeping skills to include emptying trash, dusting and polishing furniture, making beds, and arranging and straightening drawers, cabinets, and furniture**	a. empty trash b. dust and polish furniture c. make own bed d. clean own room e. straighten drawers, cabinets and furniture
3. **Perform housecleaning skills to include wiping walls and baseboards, and cleaning windows and mirrors**	a. wipe walls and baseboards b. clean windows and mirrors
4. **Care for floors and rugs to include vacuuming, sweeping and/or moping, shaking throw rugs, scrubbing and waxing**	a. sweep, mop and/or vacuum floors b. shake out throw rugs c. scrub and wax floor
5. **Clean bathroom to include sink, tub, toilet and shower**	a. identify materials for cleaning sink b. identify materials for cleaning tub, toilet and shower c. clean tub, toilet and shower
6. **Clean counters and exterior of cabinets and appliances**	a. locate materials for cleaning b. identify use of each cleaning item c. clean counters and exteriors of cabinets
7. **Identify tools and supplies needed for yard care to include non-riding lawn mowers and hand saws**	a. verbalize the names of the tools and supplies needed for yard care b. identify a rake, a lawn mower, a blower, a dust pan and a broom

8. **Perform basic yard care skills (e.g., raking, weeding, and watering)**	a. rake school field b. weed school lawn
9. **Secure a home (e.g., locking windows and doors)**	a. participate in a discussion about importance of home security b. lock/unlock classroom windows and doors
10. **Explain potential hazards of open fires, matches, electrical appliances and outlets**	a. discuss possible causes of open fires b. discuss preventive measures against fires c. discuss potential hazards of electrical appliances d. discuss preventive measures for coping with hazards of electrical appliances

GOAL D

Demonstrate clothing care skills

OBJECTIVES	TASK
1. **Fold and put away clothes**	a. fold shirts, t-shirts, sweaters b. match socks by color and fold together c. fold towels d. fold pillowcases, flat sheets, and fitted bed sheets
2. **Sort clothes for washing**	a. sort dirty pieces of laundry from clean b. sort by clothing c. sort by color d. sort by fabric
3. **Wash clothes by hand and by washing machine**	a. determine which clothes to wash by hand b. determine which clothes to machine wash c. demonstrate washing clothes by hand d. demonstrate use of coin operated washing machine e. demonstrate use of a home operated washing machine when given a load of sorted laundry

4. Hang out clothes to dry or dry in dryer	a. identify/locate the dryer use and care manual; verbalize or gesture information concerning safety precautions and energy-saving tips b. demonstrate use of coin operated or home clothes dryer c. line dry (identify/locate clothes pins and clothes, hang clothes on line)
5. Iron clothes	a. verbalize or gesture the safety precautions necessary for handling an iron b. identify/locate clothes in need of ironing c. locate and set up ironing board d. plug in iron and select correct setting e. position item/garment on ironing board appropriate to design of garment f. iron until free of wrinkles g. turn iron off and unplug
6. Perform simple mending (e.g., sewing button and hemming)	a. identify items needed for performing a simple mending b. verbalize or gesture the purpose of the items identified (e.g., needle, thread, straight pin, pin cushion, and needle threader) c. thread needle using needle threader d. sew button onto fabric or garment e. perform a simple mend on fabric or garment
7. Identify basic clothing care concepts (e.g., wrinkled-pressed, dirty-clean, and torn-mended)	a. visit a laundromat b. launder personal clothes
8. Identify use of laundromat and dry cleaners	a. launder clothes in a coin-operated washer and dryer b. verbalize washing instructions c. sort items for washing d. load machine e. insert correct amount of coins f. dry clothes following instructions for drying

GOAL E

Demonstrate self-awareness and social interaction skills

OBJECTIVES	TASK
1. **Engage in socially acceptable mannerisms**	a. verbalize, gesture or demonstrate acceptable manners in a social situation b. apologize for disturbing others c. use "please" and "thank you" appropriately in social interactions d. wait for turn in a cooperative manner e. speak softly in places requiring quiet
2. **Display self-control in social situations (e.g., control temper, accept friendly teasing, accept disappointments, accept constructive criticism)**	a. verbalize or gesture methods of responding to positive life experiences b. verbalize or gesture methods of responding to negative life experiences c. identify desires for personal growth
3. **Demonstrate independent behavior (e.g., attend to task without redirection, does not ask for help constantly)**	a. listen attentively to given instruction b. understand instruction correctly c. request for examples of task to be performed
4. **Adjust behavior to fit rules in different situations**	a. verbalize why rules are made b. verbalize the consequences for breaking rules c. recognize that different rules apply to different situations
5. **Demonstrate basic knowledge of laws and consequences of non-compliance**	a. verbalize some basic laws b. verbalize the consequences of non-compliance c. verbalize five classroom rules d. verbalize consequences for non-compliances

6. **Demonstrate physical behaviors that are appropriate for family members, friends, and unfamiliar people encountered in daily living**	a. differentiate between family members and unfamiliar people b. stand at appropriate social distance when conversing c. listen during conversation without interrupting d. make eye contact when conversing or gesturing to others
7. **Engage in appropriate conversational topics with family members, friends, and unfamiliar people encountered in daily living**	a. differentiate between appropriate conversation topics with family members and unfamiliar people b. verbalize appropriate conversation topics with family members c. verbalize appropriate conversation topics with unfamiliar people d. verbalize rituals in conversations e. maintain courtesy in conversations
8. **Engage in appropriate dating and peer group activities (e.g., selecting leisure activity, making a date, arranging transportation)**	a. identify appropriate dating and peer group activity b. verbally define or identify pictures of a leisure activity c. verbalize or gesture benefits of leisure d. participate cooperatively in an organized activity e. invite others to participate in activities

GOAL F

Demonstrate comprehension of the basic principles of human growth and development

OBJECTIVES	TASK
1. **Identify specific body structures and systems and their associated functions**	a. identify specified body parts that are shared by all people b. identify location of specified body parts c. identify body as being male or female d. recognize that basic maturational stages occur e. identify the various functions of body structures

2. Identify stages of the human life cycle	a. understand that it is normal to go through the stages during the human life cycle b. verbalize the stages of the human life cycle c. verbalize the stage they are now d. understand the expectations of each stage during the human life cycle
3. Demonstrate knowledge of human sexuality	a. identify information concerning knowledge of gender, public/private body parts, personal preferences b. understand personal feelings, and demonstrate sensitivity to the feelings of others during social interactions c. demonstrate basic understanding of reproductive process (e.g., understanding conception, fetal development, birth control, responsibility of parenthood, and knowledge of sexually transmitted diseases d. demonstrate understanding of how the Acquired Immune Deficiency (AIDS) virus is transmitted

GOAL G

Demonstrate decision-making skills as they relate to potentially threatening individuals and situations

OBJECTIVES	TASK
1. Demonstrate avoidance behavior when confronted with inappropriate physical contact	a. recognize inappropriate physical contact b. walk away from situation if possible c. report incident d. call for help immediately if the incident persists e. refrain from inappropriate physical contact in the home, school, and neighborhood

2. **Identify avoidance behaviors when confronted with situations in the community which are potentially dangerous (including accepting gifts to ride with strangers)**	a. identify strangers/acquaintances/ community workers/family/friends b. recognize appropriate/inappropriate interactions and relationships with strangers/acquaintances/caregivers/community workers c. show assertiveness through body language/verbal expression d. identify where to get help in the community e. identify physical self-protection techniques
3. **Demonstrate avoidance behaviors when confronted with violent or aggressive individuals**	a. identify violent and aggressive individuals b. recognize what constitutes aggression c. identify how/who to call for help d. scream for help

GOAL H

Demonstrate knowledge of community agencies and resources

OBJECTIVES	TASK
1. **Identify community agencies and resources that assist with medical needs**	a. verbalize the names of local hospitals b. identify what services the hospitals render c. identify other medical centers and what they provide
2. **Identify community agencies and resources that assist with emergency situations (e.g., fire and police department)**	a. verbalize locations of fire department b. verbalize location of police department c. verbalize phone number for fire department d. verbalize phone number for police department
3. **Identify community agencies and resources that provide transportation**	a. identify five community resources that provide transportation b. verbalize phone numbers to obtain services from the community agencies identified

4. **Identify other familiar community agencies and resources (and the function of each) such as the post office, barber/hair stylist**	a. verbalize services provided by the post office b. name five local hair salons
5. **Identify as appropriate, community agencies and resources that provide services to individual students (e.g., HRS; SSI)**	a. identify one or more community agencies providing assistance to students b. identify one or more services provided by community agencies to students

GOAL I

Demonstrate knowledge of safety and mobility in the community

OBJECTIVES	TASK
1. **Identify and practice safety procedures related to fire emergencies**	a. identify fire safety alert sounds b. verbalize procedures to follow during a fire alarm c. identify the exit signs in the school building
2. **Identify and practice safety procedures during adverse weather conditions**	a. verbalize safety procedures during adverse weather conditions b. identify where to find safety weather warning information c. verbalize types of adverse weather conditions
3. **Identify and practice safety procedures when traveling as a passenger**	a. verbalize different passenger safety travel b. determine where to find safety procedures when traveling
4. **Identify and practice safety procedures when traveling as a pedestrian or bicyclist**	a. walk safely on residential, rural and/or urban roads b. ride a bicycle safely keeping to the right side of the lane c. verbalize safety tips when traveling as a pedestrian or bicyclist

5. **Interpret road signs and driving regulations**

   a. explain the meaning of five road signs
   b. identify the road signs for stop, railroad crossing, pedestrian, narrow bridge, etc...
   c. verbalize five driving regulations
   d. explain the meaning of the traffic light colors (red, green, and yellow)

II. Leisure and Recreation Skills

GOAL A

Demonstrate ability to use audio-visual equipment

OBJECTIVES	TASK
1. **Operate a TV**	a. verbalize safety instruction for operating a TV b. locate the on/off switch c. turn on the TV d. choose the preferred channel e. adjust volume
2. **Operate a radio**	a. turn on radio b. choose the preferred station c. adjust volume
3. **Operate a record player**	a. verbalize the safety instructions for operating a record player b. verbalize how to handle records safely c. select the record to be played d. operate the record player e. adjust volume
4. **Operate a tape recorder or cassette player**	a. follow safety tips for operating a recorder b. turn on the cassette player c. select the cassette d. operate the cassette player e. control the volume
5. **Operate a camera**	a. verbalize the safety procedures for operating a camera b. identify the buttons to be depressed c. focus on the object to be photographed d. press the correct button
6. **Play a video game**	a. locate the video game b. request operating instructions c. play video game
7. **Operate a computer**	a. follow operating instructions b. request assistance if necessary c. operate the computer

8. Operate a video cassette recorder	a. follow the operating instructions or requests assistance b. select tape to be viewed c. insert the tape in the correct compartment d. press play button

GOAL B

Demonstrate and increase physical development skills

OBJECTIVES	TASK
1. Increase strength, endurance, and improve muscle tone through participation in a physical fitness program	a. request information concerning a physical fitness program b. select a program of choice c. fulfill enrollment requirements d. participate in the fitness program
2. Demonstrate functional swimming skills	a. participate in a structured/ supervised swimming program b. fulfill all requirements
3. Demonstrate bowling skills	a. enroll in a bowling team b. pay necessary membership fees c. participate at scheduled times
4. Demonstrate walking, running, or jogging skills	a. dress appropriately for the specific exercise b. choose area where it would be safe to jog, walk, or run c. request safety tips for specific exercise
5. Demonstrate gymnastic skills	a. determine the gymnastic skill preferred b. follow the necessary instructions to acquire the skill
6. Demonstrate skills needed to ride a bicycle	a. verbalize or gesture good bicycle safety rules b. follow instructions for riding a bicycle c. keep to a designated bicycle route d. observe traffic rules
7. Demonstrate skills in aerobic dance or jazzercise	a. verbalize meaning of aerobic dance

	b. identify all requirements for participation c. verbalize the correct clothing for aerobic dance
8. Demonstrate skills to participate in a team sport	a. verbalize the importance of keeping to the rules b. verbalize meaning of a "fair" game c. demonstrate endurance skills
9. Demonstrate skills necessary to participate in individual physical activity	a. determine which physical activity in which to participate b. demonstrate endurance c. verbalize the need to be interested in that physical exercise d. observe safety precautions
10. Participate in special olympics training and activities	a. verbalize what Special Olympics is all about b. determine activity in which to participate c. fulfill the requirements d. realize that participation may depend on meeting certain criteria

GOAL C

Demonstrate and increase skills in artistic activities

OBJECTIVES	TASK
1. Demonstrate skills in dance	a. identify dance of choice b. request necessary information to enroll and participate c. demonstrate the skills to entertain other people
2. Demonstrate skills in music	a. identify music preferred b. identify skills needed to learn specific music c. demonstrate skills in music already learned

III. Communication Skills

GOAL A

Demonstrate receptive language skills

OBJECTIVES	TASK
1. **Respond appropriately to environmental sounds (e.g., phone ringing, fire alarm)**	a. answer phone when it rings in an appropriate situation b. respond to fire alarm by following appropriate emergency procedures c. look at person when spoken to d. turn head to locate environmental sound
2. **Demonstrate comprehension of basic vocabulary to include object words, action words, function words, comparison words, and concept words**	a. answer name when called b. imitate gestures c. respond appropriately to words and gestures of simple request d. respond appropriately when ask to give the book to the taller boy e. follow request to fold a piece of paper in thirds
3. **Demonstrate, through appropriate responses, an understanding of questions, directions, information, descriptions and social amenities**	a. verbalize name on request b. respond appropriately to a simple direction c. provide accurate information upon request d. produce the correct object after listening to description
4. **Follow three-step directions presented orally**	a. listen to directions and indicate that they have been understood b. carry out the directions (e.g., fold a piece of paper into thirds, insert it into envelope and seal the envelope)

GOAL B

Demonstrate language skills necessary for social interaction and community survival

OBJECTIVES	TASK
1. **Relay simple messages**	a. listen to message b. verbalize the message

2. **Select appropriate conversational topics and responses**	a. verbalize selected conversational topics b. verbalize appropriate responses
3. **Initiate a three-word phrase**	a. verbalize a three-word phrase
4. **Ask for assistance in various situations and emergencies**	a. verbally express desire for attention b. verbalize courtesy words to include words like "Please"
5. **Demonstrate language/communication skills through gestures and simple speech**	a. respond to others with gestures (e.g., hello or goodbye - with wave, or head nod etc.) b. demonstrate patience when misunderstood by others c. verbally gesture to identify body parts d. participate in speech and gesture games e. use two-word sentences f. use advanced sentence patterns (e.g., questions, sentences with conjunctions) g. demonstrate an understanding of past, present and future tenses
6. **Communicate using non-verbal techniques**	a. respond positively to imitation of own communicative behavior b. accept physical contact necessary for modeling of expressive response c. imitate adult interaction of wants/needs in own communication mode
7. **Use alternative communication to express self**	a. communicate in object-presented stimulus response situation b. communicate in non-presented stimulus response situation (e.g., stimulus: "if you are thirsty, go get your cup" response: student gets cup) c. communicate without stimulus response situation (e.g., stimulus: student is thirsty, response: student shows teacher cup)

GOAL C

Demonstrate language skills involving telephone use

OBJECTIVES	TASK
1. **Use the telephone to call a friend, operator, information and emergency numbers**	a. identify friend's phone number to be called b. make the call appropriately c. verbalize operator's number d. call operator and request appropriate number e. verbalize information number f. dial information number and request appropriate number
2. **Answer and converse on the telephone in an appropriate manner**	a. verbalize courtesy words when conversing on the telephone b. answer own call and converse with the caller (a friend)

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IV. Employability Skills

GOAL A

Demonstrate appropriate work adjustment skills,
work attitudes, and work habits

OBJECTIVES	TASK
1. **Demonstrate appropriate social behavior**	a. report promptly to work area/ station b. accept supervision, following suggestions c. accept supervisor's criticism and respond appropriately d. work steadily
2. **Maintain positive work relationships**	a. identify acceptable work habits b. get to work on time c. call supervisor in advance to notify when late d. work out problems with others e. demonstrate friendliness to co-workers
3. **Demonstrate self-direction**	a. understand instructions and politely request for instructions to be repeated if not clear what is required b. demonstrate initiative c. remain in work area until all work is complete
4. **Follow time management rules**	a. use clock to manage own time b. keep to schedules c. report to work on time d. return to work from lunch/breaks on time e. complete assigned task promptly and begin new task
5. **Demonstrate the ability to follow directions**	a. listen attentively to directions b. obey instructions c. complete tasks in assigned order
6. **Demonstrate appropriate personal appearance**	a. wear appropriate dress b. maintain good hygiene

7. **Demonstrate awareness of procedures for terminating a job**	a. verbalize procedure for terminating a job b. verbalize procedure for resigning position c. acquaint self with various way of terminating a job (e.g., quitting, laid off, getting fired)

GOAL B

Select appropriate job based upon strengths and interests

OBJECTIVES	TASK
1. **Demonstrate self-appraisal**	a. conduct own interest inventory b. conduct work interest inventory c. identify own strengths and weaknesses d. compare interest inventory and work interest inventory
2. **Research career clusters**	a. verbalize jobs of their own interest b. identify potential careers available in the community c. match interests and abilities with potential careers
3. **Locate job resources**	a. identify job resources b. state resources for finding a job (e.g., want ads, notices within job sites, JTPA) c. identify other resources for finding a job
4. **Conduct a job search**	a. identify own skills b. identify own job skill areas of interest c. identify skills needed for job area of interest d. complete a resume e. obtain an application f. complete a job application form correctly g. demonstrate job interview skills

GOAL C

Demonstrate knowledge of employment related vocabulary

OBJECTIVES	TASK
1. Verbally define the words used in places of employment	a. state full name
	b. state address
	c. state home phone number
	d. state birthdate
	e. state parent's name and address
	f. state social security number
2. Define job-related vocabulary	a. state meaning of resume
	b. state meaning of salary or pay
	c. state meaning of hourly wage
	d. state meaning of full/part-time
	e. state meaning of over-time
	f. state meaning of vacation
	g. state meaning of sick leave
	h. state meaning of federal income tax
	i. state meaning of gross and net pay
	j. state meaning of insurance (health and life insurance)
	k. state meaning of shift work
3. Identify job-related signs and symbols	a. verbalize five job-related signs and symbols
	b. visit a business and make a list of the signs and symbols in the workplace

Adult Basic Academic Skills (ABAS)

I. Geography

GOAL

Identify the geographical features of the major regions in the community, nation and world

OBJECTIVES	TASK
1. **Interpret geographical information from charts, maps, globes, and graphs**	a. identify pictures of graphs, maps and globes b. read information from graphs, maps and globes
2. **Describe the significance of geography on the development of Florida**	a. identify specific geographic features of Florida b. verbalize significance of specific features of Florida
3. **Locate and identify the continents and major countries of the world**	a. locate a specific country on a map b. locate a specific continent on a map c. given a map of the United States, locate a specific state and city d. given a map of your community, locate your residence e. name specific principle mountain ranges and locate on a globe or map f. given a map or globe, name and locate the oceans

II. Government

GOAL

Demonstrate an understanding of the structure and function of government

OBJECTIVES	TASK
1. **Demonstrate an understanding of a citizen's rights and responsibilities**	a. define citizenship rights and duties b. identify rights and responsibilities located in the Bill of Rights c. identify the Constitution of the United States d. verbalize the significance of the Constitution of the United States e. identify the parts of the constitution (preamble, body, etc.)
2. **Identify the differences between democracies and other forms of government**	a. define democracy b. define communism c. define socialism d. compare these forms of government with each other and give advantages and disadvantages of all three
3. **Demonstrate an understanding of the concept of taxation**	a. define "taxation" b. verbalize or give a written example of taxation
4. **Demonstrate an understanding of the structure and function of government at all levels of American political system**	a. define the three branches of government (legislative, executive life and judicial) b. define government at different levels (federal, state and local) c. give an example of the function of the branches of government d. give an example of the function of the different levels of government
5. **Demonstrate an understanding of the importance of participation in community service, civic improvement, and political activities**	a. define community service, civic improvement and political activities

	b. verbalize the importance of participation in these activities
6. Demonstrate an understanding of the role that lawyers, law enforcement officers, youth and adult correctional officers, and court officials play in the American system of justice	a. identify and give the significance of these officials b. identify the role these officials play in the American judicial system
7. Demonstrate an understanding of the nature and consequences of crime	a. define crime or criminal activity b. explain (verbally or in writing) the consequences of crime

III. History

GOAL

To develop an understanding of the relationship
between past and present

OBJECTIVES	TASK
1. **Identify national symbols**	a. identify one or more national (American) symbols b. identify one or more national symbols from other countries
2. **Identify the major individuals, events, and characteristics of past periods in American history**	a. identify one or more major individual's contribution to America's history b. identify one or more major event in American history c. give one or more periods in American history and describe its significance
3. **Demonstrate an understanding of the uniqueness of the American people as a synthesis of various cultures**	a. define "culture" b. identify various cultures that have contributed to the American culture c. explain the contributions of various cultures that have contributed to the American culture
4. **Demonstrate an understanding of the impact of prejudice**	a. define "prejudice" b. give an example of prejudice c. explain (verbally or in writing) the impact of prejudice

World History

GOAL

Demonstrate an understanding of the
historical development of the world

OBJECTIVES	TASK
1. **Demonstrate an awareness of current world events**	a. read newspapers and news magazines about local, state, national and international events b. explain significance of world events and importance of how these events effect people

2. **Demonstrate an understanding of historical events and persons**	a. identify one or more major individual's contribution to world history b. identify one or more major events in world history
3. **Identify major periods in the development of the world**	a. define what constitutes a historical "period" b. identify one or more major historical periods in world history
4. **Identify different types of government in the world**	a. identify two or more types of government in the world b. describe the differences and similarities between these governments
5. **Identify political, economic and social issues of different times in history**	a. identify one political issue during the ________ period b. define "economy" c. identify one economic issue during the _________ period
6. **Identify major cultures and religions of the world**	a. identify one or more world cultures b. define religion and explain its significance c. identify one or more world religions
7. **Use graphs, charts, and maps to understand historical information**	a. given a map, chart or globe, locate countries whose names are currently different than in history — Ex. Zimbabwe is now called Rhodesia
8. **Identify changes in industry and technology which have influenced the world**	a. identify one or more advances in industry that have impacted the world b. identify one or more advances in technology that have impacted the world
9. **Demonstrate an understanding of international relations**	a. define international relations b. define the role of an ambassador c. explain the role of the "United Nations" and give its significance d. give an example of international relations

Florida History

GOAL

Demonstrate an understanding of the political, economic, and social events effecting the development of Florida

OBJECTIVES	TASK
1. **Identify state symbols**	a. identify one or more state symbols b. explain the significance of these state symbols
2. **Identify historical people and events**	a. identify one or more major individuals in Florida history and explain their contribution to the state b. identify one or more major events in the history of Florida and explain its impact on the state
3. **Identify political, economic, and social issues**	a. identify one or more political issues currently facing Floridians b. identify one or more economic issues currently facing Floridians c. identify one or more social issues currently facing Floridians

IV. Consumer Education

GOAL

Demonstrate an understanding of appropriate consumer behavior, keeping a personal budget, comparison shopping, consumer protection laws and types of insurance

OBJECTIVES	TASK
1. **Apply principles of comparison shopping in the selection of goods and services**	a. define comparison shopping b. compare three product prices and determine best buy
2. **Demonstrate an understanding of methods and procedures used to purchase goods and services**	a. identify methods of purchasing goods and services b. demonstrate a procedure for purchasing goods and services
3. **Demonstrate an understanding of methods and procedures for obtaining housing services and related maintenance**	a. identify different types of housing b. describe procedure(s) to obtain housing (rent, own, etc.) c. describe procedure(s) to obtain maintenance for housing
4. **Demonstrate an understanding of methods and procedures for the care and maintenance of an automobile**	a. identify procedures to obtain driver's license b. explain procedures for purchasing and obtaining maintenance for an automobile
5. **Demonstrate an understanding of the principles involved in the purchase of an automobile, homeowners, health and life insurance**	a. define automobile, homeowners, health and life insurance b. explain significance of purchasing different types of insurance
6. **Apply principles of budgeting in the management of money**	a. define "budget" b. develop a monthly budget when given a specific amount of money
7. **Demonstrate use of banking and financial services in the community**	a. define purpose of a bank b. identify various banking institutions in the community c. demonstrate the use of a checking/savings account
8. **Demonstrate an understanding of consumer protection laws and resources**	a. define "consumer" b. identify consumer protection laws and explain importance

9. **Demonstrate an understanding of guarantees, warranties, and the right to redress**	a. define guarantee, warranty, and the right to redress b. give an example of guarantee, warranty, and exercising the right to redress

V. Science

GOAL

Demonstrate an understanding of and apply
basic life science concepts and facts

OBJECTIVES	TASK
1. List the requirements necessary to sustain life	a. list two or more requirements necessary for life
2. Describe characteristics of living and non-living organisms	a. describe the characteristics of a living organism b. describe the characteristics of a non-living organism
3. Identify the chemical element commonly found in living organisms (carbon, hydrogen, oxygen and nitrogen)	a. identify one or more chemical elements commonly found in living organisms
4. Classify selected groups of living things as plants or animals	a. define "animal" and "plant" b. classify examples given into either animals or plants
5. Recognize the major physical differences between plants and animal	a. describe the physical characteristics of an animal b. describe the physical characteristics of a plant c. explain the similarities and differences between plants and animals
6. Identify environmental physical differences between plants and animals	a. describe the physical environment needed for animal life b. describe the physical environment needed for plant life
7. Identify the stages of growth of a plant as seed, seedling and mature plant	a. describe the stages of growth of a plant b. from examples given, (pictures or actual plants) identify the stages of growth of a plant
8. Identify the function of each plant part (root, stem, and leaf)	a. identify the parts of a plant b. identify the function of each plant part

9. Identify uses for plants other than for food	a. identify one or more uses for plants (other than for food)
10. Select examples of how living things grow and change	a. from examples given, chart the growth and change of living things
11. Identify changes in the environment that affect plant growth	a. identify positive changes in the environment that affect plant growth b. identify negative changes in the environment that affect plant growth
12. Classify common foods obtained from plants as roots, stems leaves or fruits	a. match common foods with the plants from which they originate b. from examples given, identify common foods as roots, stems, leaves or fruits of the plant
13. Identify common animals with their natural environment	a. define "habitat" b. from examples given, describe the natural habitat of specific animals
14. State that animals require oxygen and that they give of carbon dioxide	a. identify the two chemical elements used by animals during respiration
15. Explain the positive and negative effects of an animal's environment on its survival	a. explain how the environment can increase an animal's chance for survival b. explain how the environment can decrease an animal's chance for survival
16. Describe the useful and harmful effects of insects	a. describe one or more ways in which insects are beneficial b. describe one or more ways in which insects are harmful
17. Identify the major organs of each body system in the human body	a. identify each body system in the human body b. identify each major organ of the human body

18. **Identify examples of air, land, and water pollution**	a. define "pollution" b. identify an example of air, land and water pollution
19. **Describe ways to prevent air, water, and land pollution**	a. describe one or more ways to prevent pollution b. describe one or more ways to "clean-up" pollution in the community

Life/Physical Science

GOAL

Demonstrate an understanding of and apply basic physical science concepts and facts

OBJECTIVES	TASK
1. **Identify properties of air and water**	a. identify one or more properties of air b. identify one or more properties of water
2. **Identify and classify matter as solid, liquid or gas**	a. define "solid", "liquid" and "gas" b. classify matter as solid, liquid or gas
3. **Recognize that an electric current can make heat and light**	a. identify one or more things that make heat or light
4. **Distinguish between conductors and nonconductors of electricity**	a. define "conductor" of electricity b. identify various conductors of electricity c. identify various non-conductors of electricity
5. **Identify how temperature change affects the state of matter**	a. identify how colder temperatures affects solids, liquids and gas b. identify how warmer temperatures affects solids, liquids and gas
6. **Identify simple machines used to make work easier (lever, inclined plane, pulley, and wedge)**	a. identify one or more simple machines used to make work easier

7. **Describe methods of reducing noise**	a. describe one or more ways to reduce noise
8. **Use a thermometer to determine the temperature of a liquid**	a. describe a "thermometer" b. demonstrate the use of a Celsius thermometer to determine the temperature of a liquid c. demonstrate the use of a Fahrenheit thermometer to determine the temperature of a liquid
9. **Identify the freezing and boiling points of water on the Celsius and Fahrenheit temperature scales**	a. identify the freezing and boiling points of water using a Celsius thermometer b. identify the freezing and boiling points of water using a Fahrenheit thermometer
10. **Illustrate the reduction of heat loss by insulating materials**	a. define insulation b. explain how heat loss/cold retention is aided through insulation

Earth/Space Science

GOAL

Demonstrate an understanding of and apply basic earth/space science concepts

OBJECTIVES	TASK
1. **Identify sources of water**	a. identify one source of water b. identify two or more sources of water
2. **Identify the major uses of water**	a. identify one major use of water b. identify two or more major uses of water
3. **Recognize the effects of soil erosion**	a. define soil erosion b. describe two or more effects of soil erosion
4. **Recognize that the forces of weather change the earth's surface**	a. describe how hurricanes, tornadoes and floods change the earth's surface

5. Identify the differences between tornadoes and hurricanes	a. define tornado b. define hurricane c. identify the differences between a hurricane and a tornado
6. Identify relationships between the sun, moon, and earth	a. describe the position of the sun, moon, and earth, relative to each other b. explain the basic functions of the sun and the moon
7. Recognize the sun as the principle source of energy	a. identify one major source of energy for the earth
8. Recognize the relationship between the earth and sun in terms of time (day and year)	a. explain one "day" in terms of the earth and sun b. explain one "year" in terms of the earth and sun
9. Identify natural resources used to generate energy	a. identify one natural resource used to generate energy b. identify one or more resources used to generate energy
10. Identify renewable natural resources	a. define "renewable natural resource" b. identify two or more renewable natural resources
11. Identify factors that determine weather	a. identify one factor that determines weather b. identify two or more factors that determine weather
12. Demonstrate ability to track hurricanes on a map or chart	a. identify the origin of a hurricane on a map or chart b. given specific coordinates on a daily basis, track a hurricane on a map or chart
13. Explain why afternoon thunderstorms are common in Florida	a. define a thunderstorm b. explain why thunderstorms occur c. explain why thunderstorms are common in the summertime in Florida

VI. Math

GOAL A

Demonstrate the ability to compute and to use mathematical concepts to solve problems encountered in daily living

OBJECTIVES	TASK
1. **Identify numerals zero to hundred**	a. identify numerals _____ to _____ by rote b. identify numerals _____ to _____ on flashcards
2. **Count the number of objects in a set of less than 100 objects**	a. count the numbers of objects in a set of _____ (less than 100) b. count the numbers of items in a picture
3. **Read and write the numerals for any given whole number less than 100**	a. read the numerals from 0 to _____ (less than 100) b. write the numerals from 0 to _____(less than 100)
4. **Read and write the names for whole numbers less than 100**	a. read the names for whole numbers _____(less than 100) b. write the names for whole numbers _____(less than 100)
5. **Count the number of objects in a set of less than 1,000 objects**	a. count (orally) the numbers of objects in a set of _____(less than 1,000) b. identify (silently) the numbers of items in a set of _____(less than 1,000)
6. **Read and write the numerals for any given whole number less than 10,000**	a. read the numerals for whole number(s):_____ (less than 1,000) b. write the numerals for whole number(s): _____(less than 1,000)
7. **Read and write the names for numerals for any given whole number less than 10,000**	a. read the name for numerals for whole number(s)_____(less than 1,000) b. write the names for numerals for whole number(s) _____(less than 1,000)

8. **Read and write, in numerals, money values through five dollars**	a. read the numerals for the money value of $_______(up to $5.00) b. write the numerals for the money value of $______(up to $5.00)
9. **Read and write the numeral representing any whole number less than ten million**	a. read the numerals for whole number(s):_________(up to, less than 10,000,000) b. write the numerals for whole number(s):_________(up to, less than 10,000,000)
10. **Read and write the fractions having denominators of 2, 3, 4, 5, 6, 8, 10, 20, 25, 50, or 100**	a. read fractions having the denominators of 2, 3, 4, 5, 6, 8, 10, 25, 50, or 100 b. write fractions having the denominators of 2, 3, 4, 5, 6, 8, 10, 25, 50, or 100
11. **Read and write money values through $1,000**	a. read money values for ________ (less than $1,000) b. write money values for ________ (less than $1,000)
12. **Read and write names for three-digit whole numbers**	a. read the names for given three-digit whole numbers b. write the names for given three-digit whole numbers

GOAL B

Demonstrate the ability to round numbers

OBJECTIVES	TASK
1. **Round a whole number less than 100 to the nearest 10**	a. define "rounding" a number to the nearest whole number b. read (or verbalize) the rounding of a whole number less than 100 to the nearest 10 c. write the rounding of a whole number less than 100 to the nearest 10
2. **Round a whole number less than 10,000 too any designated place**	a. orally round a whole number less than 10,000 to the nearest _____ b. write the rounding of a whole number less than 10,000 to the nearest______

3. **Round a number less than 10, with no more than two decimals places, to the nearest whole number**	a. orally round a number less than 10, with no more than two decimal places, to the nearest whole number
	b. write the rounding of a number less than two decimal places to the nearest whole number
4. **Estimate by first rounding to the nearest ten, hundred or thousand**	a. give an oral estimate by rounding to the nearest 10, 100 o 1,000
	b. write an estimate by rounding to the nearest 10, 100 or 1,000

GOAL C

Demonstrate the ability to put numbers in order

OBJECTIVES	TASK
1. **Identify the smaller or larger of any two given whole numbers less than 20**	a. state the smaller and larger of any two given whole numbers less than 20
	b. write the smaller and larger of any two given whole numbers less than 20
2. **Write the numeral that comes just before, just after, or between given whole numbers less than 100**	a. write the numeral that comes just before ______(less than 100)
	b. write the numeral that comes just after ______(less than 100)
	c. write the numeral that comes between _____ and_____ (less than 100)
	d. write the numerals that come between ____ and ____ (less than 100)
3. **Using a reference point, identify the ordinal position of any object in a set of no more than 10 objects**	a. using a reference point, state the ordinal position of any object in a set of ______ objects (less than 10)
	b. using a reference point, write the ordinal position of any object in a set of ______ objects (less than 10)
4. **Put in order three whole numbers less than 1,000**	a. state the order of three whole numbers less than 1,000
	b. write in order three whole numbers less than 1,000

5. **Using a reference point, identify the ordinal position of any object in a set of less than 100 objects**	a. using a reference point, state the ordinal position of any object in a set of _____ objects (less than 100) b. using a reference point, write the ordinal position of any object in a set of _____ objects (less than 100)
6. **Put in order three whole numbers less than 10,000**	a. state the order of three whole numbers less than 10,000 b. write in order three whole numbers less than 10,000

GOAL D

Demonstrate the ability to add whole numbers

OBJECTIVES	TASK
1. **Add two one-digit numbers (basic facts) given in vertical and horizontal notation**	a. write in vertical notation b. write in horizontal notation c. orally add numbers
2. **Add three one-digit numbers sum through 18, given in vertical and horizontal notation**	a. write in vertical notation b. write in horizontal notation c. orally add numbers
3. **Add a two-digit number to a two-digit number, without regrouping, given in vertical and horizontal notation**	a. write in vertical notation b. write in horizontal notation c. orally add numbers
4. **Add a one-digit number to a two-digit number with regrouping**	a. write in vertical notation b. write in horizontal notation c. orally add numbers
5. **Add three or four three-digit numbers, given in vertical and horizontal notation, without regrouping**	a. write in vertical notation b. write in horizontal notation
6. **Add a one-,two, or three digit number to a three-digit number**	a. write in vertical notation b. write in horizontal notation
7. **Add four three-digit numbers, given in vertical and horizontal notation, with regrouping**	a. write in vertical notation b. write in horizontal notation

8. **Add three four digit numbers**	a. write in vertical notation b. write in horizontal notation

GOAL E

Demonstrate the ability to subtract whole numbers

OBJECTIVES	TASK
1. **Subtract basic facts, sums though 18, given vertical and horizontal notation**	a. write in vertical notation b. write in horizontal notation c. orally subtract numbers
2. **Subtract a one-digit number from a two digit number, with and without regrouping, given in vertical and horizontal notation**	a. write in vertical notation b. write in horizontal notation c. orally subtract numbers
3. **Subtract two three-digit numbers, given in vertical and horizontal notation, with only one regrouping**	a. write in vertical notation b. write in horizontal notation
4. **Subtract two four-digit numbers, given in vertical and horizontal notation, without regrouping**	a. write in vertical notation b. write in horizontal notation
5. **Subtract two four-digit numbers, given in vertical and horizontal notation, with only one regrouping**	a. write in vertical notation b. write in horizontal notation
6. **Subtract two five-digit numbers**	a. write in vertical notation b. write in horizontal notation

GOAL F

Demonstrate the ability to multiply whole numbers

OBJECTIVES	TASK
1. **Determine the total number of objects when given sets of equal amounts, total not exceeding 12**	a. from two sets, determine total number of objects b. from three or more sets, determine total number of objects
2. **Write basic multiplication facts, given in vertical and horizontal notation, products through 81**	a. write multiplication facts 1 - 12 in vertical notation b. write multiplication facts 1 - 12 in horizontal notation

3. **Multiply a one-digit and a two- or three-digit number, given in vertical and horizontal notation**	a. multiply in vertical notation b. multiply in horizontal notation
4. **Multiply a two-digit number and a three-digit number**	a. write the multiplication of a two-digit and a three-digit number b. use computer (or flash cards) to demonstrate multiplication of a two-digit and a three-digit number

GOAL G

Demonstrate the ability to divide whole numbers

OBJECTIVES	TASK
1. **Group twelve or fewer objects into sets of equal amounts (no remainders)**	a. from 12 items or less, divide into two equal groups b. from 12 items or less, divide into three or more equal groups
2. **Write basic division facts, products through 81, using both symbols**	a. write division facts, products through 81 using ÷ symbol b. write division facts, products through 81 using ÷ symbol
3. **Divide a two-or three-digit number by a one-digit number with remainder zero, without regrouping, using both symbols**	a. write division problem using ÷ symbol b. write division problem using ÷ symbol
4. **Divide a five-digit by a one digit number, with and without regrouping**	a. compute division problems without regrouping b. compute division problem with regrouping
5. **Divide a three-digit number by a two-digit number including multiples of 10**	a. write division problem b. use computer (or flashcards) to demonstrate division
6. **Divide a three-digit number by a two-digit number including multiples of 10**	a. write division problem b. use computer (or flash cards) to demonstrate division

GOAL H

Demonstrate an understanding of fractions

OBJECTIVES	TASK
1. **Identify one-half, one-third, or one-fourth of a given region**	a. using flashcards, identify fractions b. draw picture to represent fractions
2. **Identify equivalent fractional parts of regions that have been separated into halves, fourths, fifths, eights, or tenths**	a. from a picture, identify 1/2, 1/4, 1/8, and 1/10 b. using flashcards identify 1/2, 1/4, 1/8, and 1/10
3. **Identify one-half, one-third, or one-fourth of a set having no more than twelve objects**	a. from a set of twelve objects or less, identify 1/2 b. from a set of twelve objects or less, identify 1/3 and 1/4
4. **Add proper fractions (with like denominators without simplification)**	a. add _____ (number) fractions with _____ (percent) accuracy
5. **Add two proper fractions (with like denominators without simplification)**	a. add _____ (number) fractions with _____ (percent) accuracy
6. **Add two proper fractions having unlike denominators of 2, 3, 4, 5, 6, 8, or 10**	a. add _____ (number) fractions with _____ (percent) accuracy
7. **Subtract proper fractions (with like denominators without simplification)**	a. subtract _____(number) fractions with _____ (percent) accuracy
8. **Subtract two proper fractions having unlike denominators of 2, 3, 4, 5, 6, 8, or 10**	a. subtract _____ (numbers) fractions with _____ (percent) accuracy
9. **Multiply two proper fractions**	a. multiply _____ (numbers) fractions with _____ (percent) accuracy
10. **Multiply a proper fraction with denominator 2, 3, 4, 5, 6, 8, or 10 by a whole number such that the product is a whole number**	a. multiply _____ (numbers) fractions with _____ (percent) accuracy

GOAL I

Demonstrate an understanding of decimals

OBJECTIVES	TASK
1. **Add three numbers, each having no more than two decimal places**	a. add ______(numbers) decimal numbers with ______(percent) accuracy
2. **Subtract two numbers, each having no more than two decimal places**	a. subtract______(number) decimal numbers with ______(percent) accuracy
3. **Multiply a whole number with another number having no more than two decimal places**	a. multiply ______ (number) problems with ______(percent) accuracy
4. **Multiply two decimal fractions, both named in tenth or in hundredths**	a. multiply ______ (number) problems with ______(percent) accuracy
5. **Divide a decimal, named in tenths or hundredths, by a two-digit whole number, such that quotient is a number named in hundredths with remainder zero**	a. divide _____(number) with _____ (percent) accuracy

GOAL J

Demonstrate the ability to measure time

OBJECTIVES	TASK
1. **State the days of the week in consecutive order**	a. state ______(2 - 7) days of the week in consecutive order b. using flash cards, arrange the days of the week in consecutive order
2. **State the months of the year in consecutive order**	a. state ______ (2 to 12) months of the year in consecutive order b. using flash cards arrange the months of the year in consecutive order

3. State the date by month, day and year, using a calendar	a. state the day, month and year b. using a calendar, select the day, month and year
4. Select a clock which matches a given hour or half-hour time	a. match one clock to another for a given hour and half-hour time b. given a time, written or orally, select the same time on a clock
5. Tell time on the hour, half-hour, quarter-hour, and in minutes	a. using a model clock, verbally give the time on the hour, half-hour, and minute b. using a clock, give the time on the hour, half-hour and minute

GOAL K

Demonstrate an ability to measure temperature

OBJECTIVES	TASK
1. Determine the temperature using Fahrenheit or Celsius	a. determine the temperature of the room, warm water in a cup, etc. on the Fahrenheit scale b. determine the temperature of the room, warm water in a cup, etc. on the Celsius scale

GOAL L

Demonstrate the ability to measure distance

OBJECTIVES	TASK
1. Using a given unit of measurement, (inch, centimeter, nonstandard), determine the length of an object in whole units	a. using the English measure, determine the length of an object in whole units b. using the metric measure, determine the length of an object in whole units
2. Determine the length, width, or height by measuring objects in centimeters, meters, inches, feet, or yards	a. determine the length of an object in centimeters, meters, inches, feet, or yards b. determine the width of an object using centimeters, meters, inches, feet, or yards c. determine the height of an object using centimeters, meters, inches, feet or yards

GOAL M

Demonstrate the ability to measure capacity

OBJECTIVES	TASK
1. **Determine capacity by measuring quantities in teaspoons, tablespoons, cups, pints, quarts gallons metric cups, and liters**	a. measure liquids using teaspoon, tablespoon, cup, pint, quart, gallon, metric cup, liter b. measure solids using teaspoon, tablespoon cup, pint, quart, gallon, metric cup, liter

GOAL N

Demonstrate the ability to measure mass/weight

OBJECTIVES	TASK
1. **Determine mass/weight by measuring to the nearest gram, kilogram, ounce, and pound**	a. calculate mass/weight of an object to the nearest gram, kilogram, ounce, pound b. identify abbreviation for gram, kilogram, ounce, pound

GOAL O

Demonstrate the ability to solve money problems

OBJECTIVES	TASK
1. **Identify coins and currency of different values**	a. identify the penny, nickel, dime, quarter, and the $1.00, $5.00, $10.00 and $20.00 dollar bills b. state the value of the penny, nickel, dime, quarter, and the $1.00, $5.00, $10.00 and $20.00 dollar bills
2. **Identify sets of coins equivalent in value to a set of coins, valued 25 cents or less**	a. identify two sets of coins equal to 25 cents or less b. identify three or more sets of coins equal to 25 cents or less
3. **Determine equivalent amounts, up to five dollars, using coins and paper currency**	a. count up to (less than) $5.00 using coins and currency b. count up to $5.00 using coins and currency

4. **Determine change from one dollar**	a. count to ______(less than $1.00) by pennies, nickels, dimes and quarters b. count to $1.00 by pennies, nickels, dimes and quarters
5. **Read and write numerals for money (values through five dollars)**	a. read numeral value for ________ (through $5.00) b. write numeral value for________ (through $5.00)
6. **Determine equivalent amounts, up to twenty dollars, using coins and paper currency**	a. count up to $20.00 using combinations of pennies, nickels, dimes, quarters and $1.00, $5.00 and $10.00 dollar bills
7. **Use addition, without regrouping, to solve real world problems involving two purchases totaling no more than 50 cents**	a. use addition, without regrouping, to total cost of two purchases equal to __________(no more than 50 cents) b. using flash cards with prices of items, pick two items that total 50 cents or less)
8. **Solve real-world problems involving purchases with change from a 20 dollar bill**	a. total costs of items from newspaper, catalog, or magazine to equal less than $20.00 b. purchase items that total less than $20.00 and determine change
9. **Solve real-world problems, involving comparison shopping, from purchases less than ten dollars**	a. using super market ads from the newspaper, determine total cost for a specific set of items totaling less than 10.00 b. compare prices for ____________ (items) from ______________store and __________store, determining which store is less expensive and by how much

GOAL P

Demonstrate the ability to interpret graphs, tables and maps

OBJECTIVES	TASK
1. **Read and determine relationships described by pictographs or bar graphs expressed in whole units**	a. identify graphs b. answer specific questions about graphs

2. **Using a table of metric measures, convert within the metric system using the following units; MM, CM, M, KM, MG, G, and KG**	a. identify abbreviations for metric units b. convert from ______one metric unit to ________another
3. **Locate a point on a highway map**	a. locate one or more given locations on a highway map
4. **Measure distance on a map, using a scale**	a. use a ruler to measure distance on a map (using map scale) b. use a pencil or other object to estimate distance on a map (using map scale)
5. **The student will identify geometric figures and shapes, including a circle, square, triangle, cube, cylinder, cone, sphere, and an angle**	a. from flashcards identify the circle, square, triangle, cube, cylinder, cone, sphere etc. b. draw a circle, square, triangle, cube, cylinder, cone, sphere etc.

GOAL Q

Demonstrate the ability to solve real-world problems involving whole numbers

OBJECTIVES	TASK
1. **Solve real-world problems involving addition of two one-digit or two two-digit numbers, without regrouping**	a. using the newspaper, solve real-world addition problems b. using recipes, solve real-world addition problems
2. **Solve real-world problems involving subtraction of two one-digit or two two-digit numbers, without regrouping**	a. using a newspaper ad to determine the amount of money left over from $_______ after purchasing an item b. use the price of a prescription to determine the amount of money left over from $_______
3. **Solve real-world problems involving addition of three three-digit numbers, with no more than one regrouping**	a. determine how much weight would be on an elevator if three persons weighing ______, _______ and ______ b. determine the number of calories in a meal of three items
4. **Solve real-world problems involving subtraction of two three-digit numbers**	a. if one wants to purchase a used automobile for $ ______, but has only $______to spend, how much more money is needed to make the purchase

	b. if one wants to buy a bed for $______, but has only $______ to spend, how much more money is needed.
5. Solve one-step real-world problems involving addition or subtraction of four digit numbers	a. if one wants to purchase a home and needs $______ for a down payment, but has only $______, how much more money is needed b. determine how much money is needed to purchase an automobile that costs $______ if one has only $________

GOAL R

Demonstrate the ability to solve real-world problems involving fractions, decimals, and percents

OBJECTIVES	TASK
1. Solve real-world problems involving multiplication of a proper fraction or a whole number	a. double a recipe that requires _____(1/2,1/4 etc.) cups of ______ b. multiply the amount of ______ in a recipe by 2, 3, 4, etc.
2. Solve real-world problems involving addition and subtraction of decimals and dollar amounts	a. determine how much money would be left over from a given purchase if the item cost $______

VII. Language Arts

Reading

GOAL A

Identify basic sight words

OBJECTIVES	TASK
1. **Name the letters when shown randomly selected upper and lower case letters**	a. recognize and identify upper and lower case letters from flash cards b. pronounce names of letters
2. **Identify consonant sounds**	a. recognize and identify consonants from flash cards b. correctly pronounce consonant sounds
3. **Identify long and short vowel sounds**	a. recognize and identify long and short vowel sounds b. correctly pronounce long and short vowel sounds
4. **Identify consonant blends**	a. recognize and identify consonant blends when shown on flash cards b. correctly pronounce consonant blend sounds
5. **Identify the number words, one through twenty**	a. recognize number words from flash cards b. correctly pronounce number words
6. **Decode words when presented with an unfamiliar word**	a. break words into syllables b. recognize, identify and pronounce consonants, vowels c. sound syllables together to form word pronunciation
7. **Identify meaning and use of common prefixes**	a. recognize prefix b. identify meaning of prefix c. decode prefix and word
8. **Identify meaning and use of common suffixes**	a. recognize suffix b. identify meaning of suffix c. decode suffix and word

9. Identify and use plurals	a. identify and use plural nouns b. identify and use plural pronouns c. identify and use plural verb forms
10. Identify and use compound words	a. understand concept of "compound" words b. recognize word components of compound words c. pronounce compound words
11. Identify the number of syllables in a word	a. recognize syllables b. pronounce syllables c. count syllables
12. Identify and use contractions	a. understand concept of "contractions" b. recognize commonly used contractions c. pronounce commonly used contractions

GOAL B

Recognize, define and use vocabulary words

OBJECTIVES	TASK
1. Identify (by sight) selected words from the vocational the appropriate level of the Dolch list (See Appendix)	a. recognize words b. pronounce words c. spell words d. use words in a sentence
2. Identify (by sight) selected words from the appropriate level of the Kucera-Francis Corpus Frequently Occurring Words (See Appendix)	a. recognize words b. pronounce words c. spell words d. use words in a sentence
3. Identify and state meaning of safety words and picture signs (See Appendix for examples)	a. recognize selected safety words b. define safety words c. pronounce safety words d. spell safety words e. identify meaning of selected safety signs
4. Identify and state meaning of travel words and picture signs (See Appendix)	a. recognize selected travel words b. define selected travel words c. pronounce travel words d. spell travel words e. identify meaning of travel pictures

5. Identify and state meaning of service words and picture signs (See Appendix)	a. recognize selected service words b. define service words c. pronounce service words d. spell service words e. identify meaning of service words
6. Identify and state meaning of complex words and picture signs (See Appendix)	a. recognize complex words b. define complex words c. pronounce complex words d. spell complex words e. identify meaning of complex word picture signs
7. Identify and state meaning of time words (See Appendix)	a. recognize days of the week and months of the year b. recognize abbreviations for the days of the week and months of the year c. pronounce days of the week and months of the year
8. Identify and state meaning of daily living words (See Appendix)	a. recognize words commonly used in restaurants, stores, offices, banks, clothing items b. define selected daily living words c. pronounce selected daily living words
9. Identify and state meaning of color words	a. recognize primary color words b. pronounce primary color words c. spell color words d. use color words in a sentence e. match primary colors with written words
10. Identify words using context clues	a. understand concept of "context" and "clue" b. given a context clue, define a selected word(s)
11. Identify abbreviations and their symbols	a. recognize abbreviations for time words b. recognize abbreviations for titles of addresses
12. Identify and use synonyms	a. understand concept of "synonym" b. recognize synonyms c. use synonym in a sentence
13. Identify and use antonyms	a. understand concept of "antonym" b. recognize antonyms c. use antonyms in a sentence

14. **Identify and use homonyms**
    - a. understand concept of "homonyms"
    - b. recognize homonyms
    - c. use homonyms in a sentence

Literal

1. **Answer factual questions: who, what, when, where, how and why**
    - a. read a passage aloud and answer questions orally
    - b. read a passage silently and write answers to questions
2. **State the sequence of events in the passage**
    - a. state what happened first, next etc. in a passage read aloud
    - b. write what happened first, next etc. in a passage read silently
3. **Identify meanings of teacher-selected words and phrases**
    - a. respond orally to teacher questions regarding words and phrases in a passage read aloud
    - b. underline unknown words and phrases in a passage read silently
    - c. discover meaning of underlined words and phrases in class discussion of context clues
4. **Identify stated main idea**
    - a. state orally main idea in a passage read aloud
    - b. write main idea of a passage read silently
    - c. share written main idea with class in discussion
5. **Identify stated cause and effect**
    - a. recognize cause and effect in a passage read aloud
    - b. recognize cause and effect in a passage read silently
    - c. write statement of cause and effect for class discussion

Interpretation

1. **Identify implied main idea**
    - a. from a passage read aloud, state implied main idea giving reasons for response
    - b. from a passage read silently, write implied main idea for class discussion

2.	**Identify implied cause and effect**	a. from a passage read aloud, recognize and state implied cause and effect, giving reasons b. from a passage read silently, recognize and state implied cause and effect, giving reasons to support choice
3.	**Draw a conclusion**	a. from a passage read aloud, recognize and state a conclusion, giving reasons b. from a passage read silently, write a conclusion giving reasons to support choice
4.	**Make a generalization**	a. understand concept of "generalization" b. after reading a newspaper article, make a generalization
5.	**Predict an outcome**	a. after reading a newspaper article, make a prediction regarding outcome, giving evidence to support view b. after reading an essay, make a prediction regarding outcome, giving evidence to support view
6.	**Use context clues to determine meaning**	a. understand concepts of "context" and "clues" b. given a context clue, define selected words in a passage read aloud c. in a passage read silently, use context clues to define unknown words, writing them down in a list
7.	**Interpret figurative language**	a. understand concept of "figurative" language b. define simile, metaphor and symbol c. recognize simile, metaphor and symbol in literature
8.	**Make inferences**	a. understand concept of "inference" b. after reading a newspaper article, draw an inference

9. Summarize information	a. understand concept of "summarize" b. after reading a newspaper article, give an oral summary
10. Distinguish between facts and opinions	a. understand "fact" and "opinion" b. recognize fact and opinion in newspaper reading
11. Distinguish between reality and fantasy	a. understand "fantasy" and "reality" b. recognize reality and fantasy in a short story c. recognize reality and fantasy in a magazine article
12. Determine author bias	a. understand "bias" b. after reading a newspaper editorial, state author bias
13. Discover propaganda techniques	a. understand "propaganda" b. recognize appeals to status, patriotism, attractiveness, thrift, happiness, success in advertising c. understand concept of subliminal "persuasion" d. discover subliminal techniques in advertising

GOAL C

Read and follow simple directions

OBJECTIVES	TASK
1. Follow directions to obtain information from pictures, maps, signs, diagrams	a. explain to classmates the meaning of a given comic strip b. explain to classmates the meaning of a given cartoon c. follow directions to discover locations on a map d. explain the meaning of sign pictures e. explain from a diagram the process of fixing something
2. Follow directions to obtain information from labels, telephone books, menus, indexes, tables of content, dictionary entries, cookbooks and manuals	a. read grocery store item labels to discover contents b. given a list of individual names of persons and businesses, look up and list their telephone numbers

c. given a restaurant menu, order a meal and figure the cost
d. in a table of contents, find the names of chapter headings from a book
e. given a list of words, find the dictionary definitions, writing them down
f. from a recipe in a cookbook, list the ingredients needed
g. from a brochure or manual on a health topic, list the most important statements

Writing

GOAL A

Form cursive/manuscript letters writing in a legible manner

OBJECTIVES	TASK
1. Trace upper and lower case letters	a. trace straight and curved lines b. trace shapes: circle, cross, square, triangle c. trace lower case letters d. trace upper case letters
2. Trace numbers	a. trace numbers 0-9 b. trace phone number c. trace street address d. trace age and social security number
3. Trace words: first and last name, address and date	a. trace first and last name b. trace address and date
4. Copy words on lined paper with correct spacing	a. copy vertical and horizontal lines b. copy circles, squares, triangles c. copy lower and upper case letters d. copy numbers 0-9 e. copy name and address
5. Write independently	a. write phone number b. write current date c. write birth date d. write social security number

GOAL B

Compose sentences and paragraphs to express ideas clearly

OBJECTIVES	TASK
1. **Compose simple declarative sentences using appropriate English word order**	a. write a declarative sentence from teacher dictation b. given a topic, write a sentence about the topic
2. **Compose simple interrogative sentences using appropriate English word order**	a. write an interrogative sentence from teacher dictation b. given a topic, write a question about the topic
3. **Compose at least three sentences related to a topic**	a. write three sentences from teacher dictation b. following two sentences written from teacher dictation, compose a sentence to follow c. given a topic, write three sentences about it
4. **Employ an appropriate strategy such as brainstorming, or clustering to discover ideas for writing**	a. understand concept of "brainstorm" and "cluster" b. given a topic, create a cluster c. given a topic, brainstorm a topic with classmates
5. **Organize information into appropriate order for a written paragraph**	a. given a list of statements presented in random order, number the statements in logical order b. write a paragraph using the ordered list of statements
6. **Compose a paragraph about a feeling, an opinion or an experience**	a. cluster or brainstorm to obtain information about a topic b. organize the information into logical order c. write a paragraph of at least three sentences
7. **Compose a paragraph which contains information and/or ideas in support of one topic**	a. cluster or brainstorm a given topic b. organize information into logical order c. write a paragraph of at least five sentences

8. **Compose a narrative which contains a beginning, middle and an end**	a. cluster or brainstorm a chosen topic b. organize information into beginning, middle and end c. make a written outline for the paragraph d. write as many sentences as necessary for the paragraph
9. **Use appropriate transitional words and phrases to denote chronological order in writing**	a. understand term "transitional words and phrases" b. use sentence combining exercises to demonstrate transitional words and phrases

GOAL C

Write for practical purposes

OBJECTIVES	TASK
1. **Compose a personal letter and envelope**	a. understand format and style of personal letter b. write a letter to a friend c. write a letter to the editor stating an opinion
2. **Compose a business letter and envelope**	a. understand format and style of business letter b. write a letter of inquiry c. write a letter of complaint d. write a letter to order a product
3. **Complete a check and stub**	a. understand concept of a check and relation to bank b. understand the parts of a check c. correctly fill in a blank check and stub
4. **Complete forms such as voter registration, applications for employment, insurance or credit**	a. understand how to read a form b. understand the parts of a form c. complete a form
5. **Write a set of directions to a location**	a. understand concept of geographical directional terms b. write directions to residence using directional terms c. write directions to a store using directional terms d. write directions to a church using directional terms

6. Write a set of directions for a process	a. understand concept of step-by-step instruction b. write a simple recipe c. write a "how to" (clean a room, change a tire, etc.)
7. Write an invitation	a. understand format and style of invitations both formal and informal b. write an informal invitation to a dinner c. write a formal invitation to a community event
8. Write a thank you note	a. understand format and style of thank you notes b. write a thank you note for a gift c. write a thank you note for a service

GOAL D

Use the conventions of standard written English

OBJECTIVES	TASK
1. Spell correctly words needed in writing	a. understand the need for standardized spelling b. identify words from a list of words commonly misspelled c. spell correctly from dictation of identified words
2. Identify and use correct punctuation marks: period, comma, semi-colon, colon, question mark, apostrophe, quotation mark, hyphen, parentheses and exclamation mark	a. recognize punctuation marks and their functions b. given sentences without correct punctuation, provide appropriate punctuation
3. Identify and use correct capitalization: first word of sentence, proper nouns, name of months, days of week, holidays, forms of address, streets, cities, states, countries and appropriate words in titles of works	a. understand concept of capitalization b. given sentences without capitalization, provide correct capitalization
4. Identify the parts of speech	a. identify nouns b. identify pronouns

	c. identify conjunctions d. identify adjectives e. identify verbs f. identify articles g. identify adverbs h. identify prepositions
5. **Identify and use correct subject and verb agreement**	a. understand concept of "agreement" b. understand singular agreement c. understand plural agreement d. given sentences with blank spaces, provide correct verb forms
6. **Identify and use nouns and pronouns**	a. understand concept of noun replacement with pronouns b. identify the pronouns c. identify the possessive pronouns d. given sentences with blank spaces, provide correct pronouns
7. **Identify and use appropriate verb tense**	a. understand concept of verb tense b. understand verb forms of present, past, future c. given sentences with blank spaces, provide correct verb forms
8. **Identify and use comparative and superlative forms of adjectives**	a. understand definition of "comparative" and "superlative" b. given a list of adjectives, provide comparative and superlative forms c. given sentences with blank spaces, provide correct forms of adjectives

Speaking Skills

GOAL

Demonstrate appropriate verbal expression skills

OBJECTIVES	TASK
1. **Express ideas in a complete thought**	a. understand concept of "complete" thought b. given a topic, express an opinion in a complete sentence

2. **Express ideas in classroom discussion**	a. offer an opinion using a complete sentence b. answer a question using a complete sentence
3. **Engage in meaningful dialogue with teacher in lesson context**	a. answer a question using a complete sentence b. ask a question using a complete sentence
4. **Engage in meaningful dialogue with peers in lesson context**	a. offer an opinion using a complete sentence b. answer a question using a complete sentence c. ask a question using a complete sentence
5. **Present an informal oral report to the class**	a. give a short narrative speech to the class b. give a short "how to" speech to the class
6. **Present a summary of a newspaper article to the class**	a. choose an article of general interest to the class b. select the main idea of the article c. facing the class, explain the main idea of the article d. answer questions from the class about the article

Listening Skills

GOAL A

Listen to a passage on the appropriate reading level and answer comprehension questions

OBJECTIVES	TASK
1. **Listen to a passage read and identify the main idea**	a. listen to a newspaper report and identify main idea b. listen to a factual magazine article and identify main idea
2. **Listen to a passage read and identify details**	a. listen to a descriptive passage and report details b. listen to a classified advertisement and report details

3. **Listen to a passage read and identify the sequence of events**	a. listen to a narrative and explain what happened b. listen to a process and explain steps involved

GOAL B

Listen to songs, poems and stories

OBJECTIVES	TASK
1. **Listen to a song and identify rhythm**	a. listen to jingles and sound out the beat b. listen to popular songs and count the beats
2. **Listen to a poem and identify rhyme pattern**	a. listen to nursery rhymes and recognize rhyme b. listen to poems and identify rhyme patterns
3. **Listen to a story and identify descriptive words and phrases**	a. listen to folk tales and recognize description b. listen to short fiction and recognize description

GOAL C

Practice listening skills exercises

OBJECTIVES	TASK
1. **Follow teacher's oral instructions for writing answers to listening skills exercises**	a. listen for awareness of sounds b. listen for directions c. listen critically d. listen to recognize parts of speech e. listen for intonation f. listen for comprehension g. listen and take messages h. listen for sequencing

VIII. SPECIAL STRATEGIES

Teaching the Hearing Impaired 108-118
Teaching the Visually Impaired 119-126
Teaching the Learning Disabled 127-132
Teaching the Emotionally Handicapped 133-139
Teaching the Mentally Ill 140
Why the Mentally Retarded Lose Jobs 141-143

A special thanks to ***Michele Atkinson, Anne Marie Jay,*** *and* ***Ginger Lett*** *for their additional contributions.*

TEACHING THE HEARING IMPAIRED

> *Sometimes I hear all of a conversation and other times only part of it. Yet people think I'm not paying attention.*
>
> *Because I use my eyes to obtain information about things around me, I think a friend is angry with me by the frown she has on her face when looking in my direction. Later, I learn she was only in deep thought.*
>
> *(Howard, 1980, p.279)*

The deaf and hard-of-hearing have various forms of communication. Understanding each student as an individual is the most effective method of communicating with them. One of the first steps in this process is to become familiar with the degree or range of the hearing loss as well as its cause.

Under the term hearing impairment, Mulligan (1979) and Davis (1976) suggest two major categories (cited by Howard, 1980):

1. Hard-of-hearing individuals have some ability to hear and understand the spoken word. Although some words are audible, it does not always mean they are clear. Sounds are not necessarily just softer to a hard-of-hearing individual. Words may be garbled and distorted, making it difficult to understand a verbal message.

2. Deaf persons cannot hear or understand the spoken word. He or she may respond to loud noises or vibrations, but is usually unable to understand speech without visual cues. An important consideration when working with a deaf student is the age of onset. Two classifications are distinguished:

   - ❒ congenitally deaf or one who is born deaf
   - ❒ adventitiously deaf or one who is born with normal hearing, but later becomes deaf due to an illness or accident

More specific levels of hearing impairment may be determined by an audiologist. Hearing levels are described using decibels (a unit used to measure relative loudness of sounds). The following chart, (Figure 9) developed by Samuel Kirl (1971) may be helpful in determining the needs of one's hearing impaired students.

It is also helpful to know the age when the hearing loss occurred. Those individuals who lost their hearing after the age of five (post-lingually) are at a distinct advantage because they were able to learn speech and the structure of the language before their hearing loss. Those who lost their hearing before the age of five (pre-lingually) never had the opportunity to develop basic language skills. Consequently, they are more likely to have less advanced patterns of speech.

Relationship of Degree of Impairment to Educational Needs

	Average of the Speech Frequencies in Better Ear*	Effect of Hearing Loss on the Understanding of Language and Speech	Educational Needs and Programs
Sight Hearing Loss	27-40 dB (ISO) 20 dB or less	— May have difficulty hearing faint or distant speech — May experience some difficulty with the language arts subjects — Generally unnoticed	— May need attention to vocabulary development — May benefit from hearing aid — Needs favorable seating and lighting — May need lipreading instructions — May need speech therapy
Mild Hearing Loss	41 to 55 dB (ISO) 20 to 40 dB	— Understands conversational speech at a distance of 3-5 feet (face to face) — May miss as much as 50% of class discussion if voices are faint or not in line of vision — May have slightly limited vocabulary — Difficulty when tired or inattentive, in distant theater seats, in noise of general conversation	— Individual hearing aid by evaluation and training in its use — Favorable seating and possible special class placement — Attention to vocabulary and reading — Lipreading instruction — Speech conversation and correction, if indicated
Moderate Hearing Loss	56 to 70 dB (ISO) 46 to 60 dB	— Conversation must be loud to be understood — Will have increased difficulty in group discussions — Is likely to have defective speech — Is likely to be deficient in language usage & comprehension	— Special help in language skills, vocabulary development, usage, reading, writing, grammar, etc. — Individual hearing aid by evaluation and auditory training — Lipreading instruction — Speech conversation and correction — Attention to auditory and visual situations at all times
Severe Hearing Loss	71 to 90 dB (ISO) 60 to 80 dB	— May hear loud voices about one foot from ear to moderate voice several inches from ear — May be able to identify environmental sounds such as sirens and airplanes — May be able to discriminate vowels but not all consonants — Speech and language defective and likely to deteriorate	— Emphasis on language skills, concept development, lipreading and speech — Program needs specialized supervision and comprehensive supporting services — Individual hearing aid by evaluation — Auditory training with individual and group aids
Profound Hearing Loss	91 dB or more (ISO) Over 80 dB	— May hear some loud sounds about one inch from ear but is aware of vibrations more than tonal pattern — Relies on vision rather than hearing as primary avenue for communication — Speech and language defective and likely to deteriorate	— Emphasis on all language skills, concept development, lipreading and speech — Program needs specialized supervision and comprehensive supporting services — Continuous appraisal of needs in regard to oral and manual communication — Auditory training with group and individual aids

NOTE: First decibel rating is based on current ISO standard (International Standard Organization). Second decibel rating is based on information from the U.S. Department of Labor, Manpower Administration, 1971. (Kirk)

METHODS OF COMMUNICATION

Teachers of the deaf must be aware of the many simple ways to communicate. Cues such as facial expressions, gestures and body movements communicate understanding, questions, tense feelings and many other emotions. Although the concept is a simple one, it is easy for teachers to miss the messages, checking their notes during a pause in the lesson rather than the faces and body movements of their students.

Teachers should talk personally with individual students to determine their best method of communication. Some students may choose the aural/oral form of communication which involves: residual hearing through amplification of sound, speech reading and speech for developing communication skills. They may never use sign language or finger spelling. Other students may use total communication which includes: speech, signs, finger spelling, and speech reading. Determining the method of communication is a pre-requisite to a positive learning experience.

SIGN LANGUAGE

The two basic forms of sign language used by the deaf population are American Sign Language (Ameslan or ASL) and Signing Exact English (Singlish).

Ameslan (pages 112-113) appears to be the most prevalent form of signing for adults. It consists of hand and arm movements not derived from English. It is a separate language and does not follow our grammatical rules including the use of verb tenses. Sentence structure may be altered, which will be obvious in the student's written work. Although a student may delete or reverse common usage forms, teachers must remember it does not reflect the student's ability or intelligence.

Finger spelling (page 111) involves spelling a word letter by letter. This time consuming method will be important for technical terms in which there are no signs. It is used in both Ameslan and Singlish.

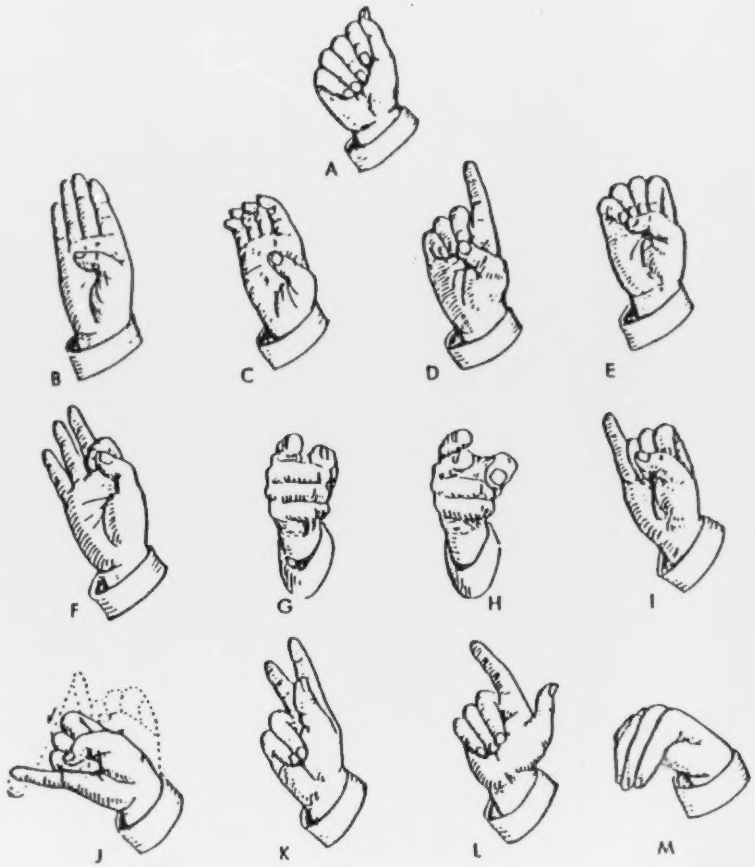
Signing Exact English (page 114) or Singlish involves forming signs in the same order as we speak or write. Each sign translates to only one word in the English vocabulary. Messages are signed in complete sentences, teaching the syntax of language. This method is especially effective for young children not familiar with spoken words.

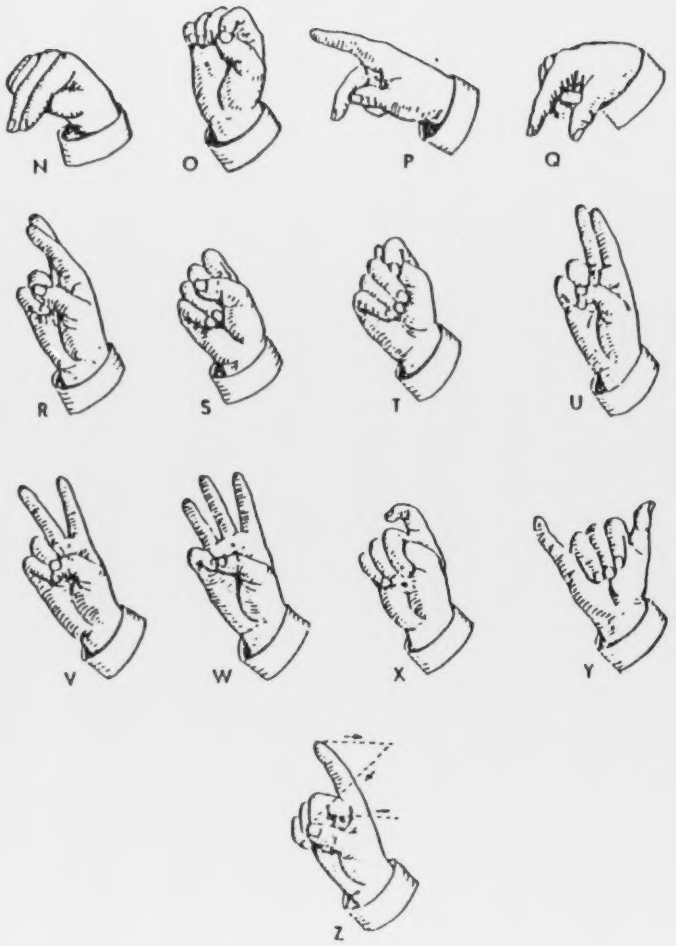
It is important to note that sign language may also be appropriate for hearing students. Those hearing students who perform at a low intellectual level or are unable to speak, may benefit from learning this manual form of communication.

Most teachers will never learn the many intricate hand symbols; however, learning and using a few simple signs would certainly create a feeling of interest and friendship between student and teacher.

American Manual Alphabet

(Signs shown as they appear to the person reading them)


A
B
C
D
E
F
G
H
I
J
K
L
M


N
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S
T
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V
W
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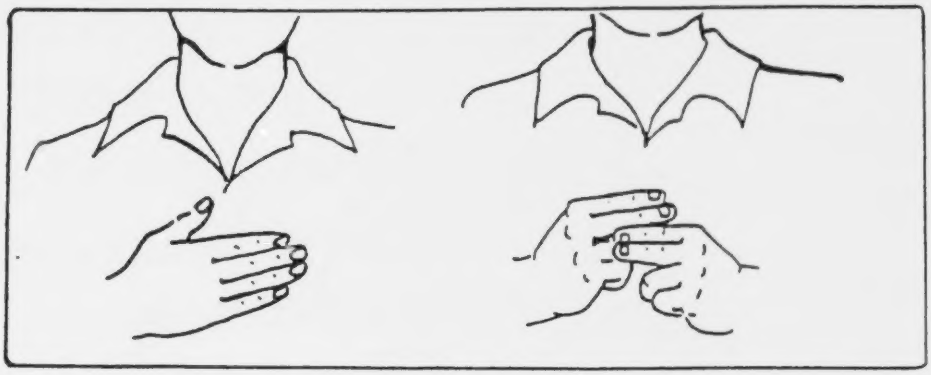
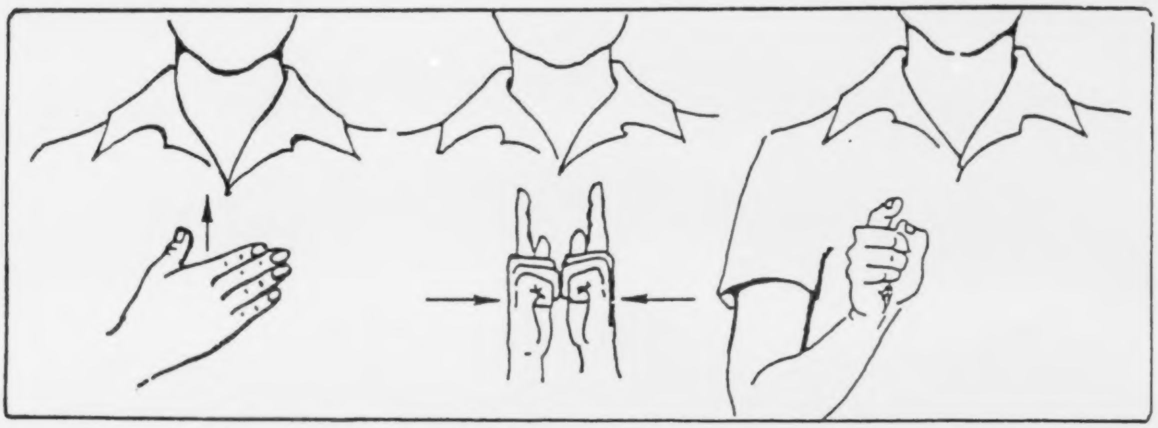
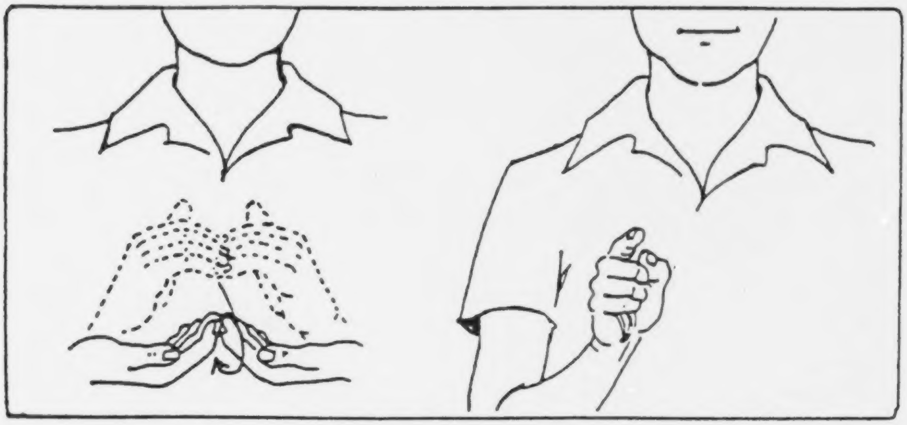


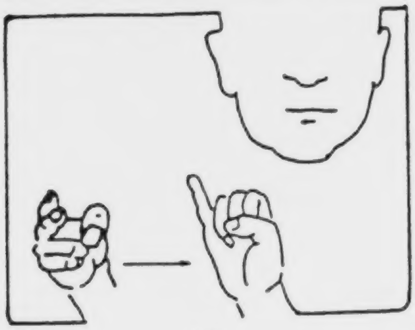
MY NAME IS . . .



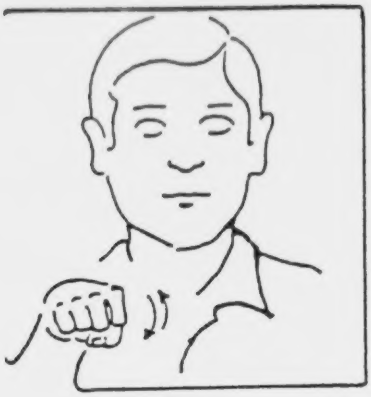
I AM HAPPY TO MEET YOU.



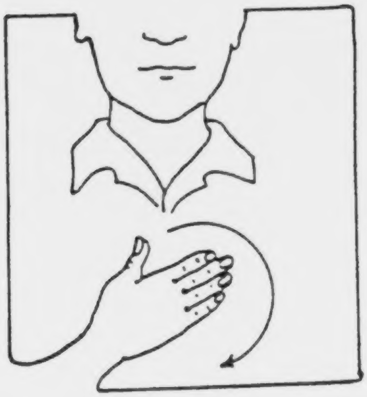
HOW ARE YOU?



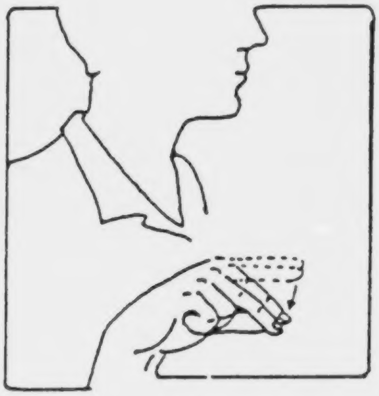
HI



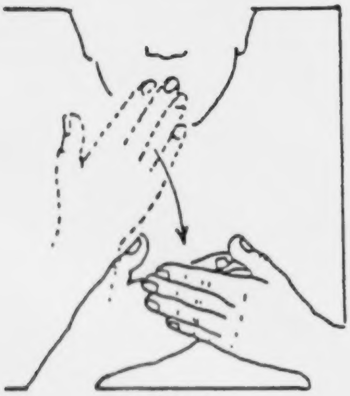
YES



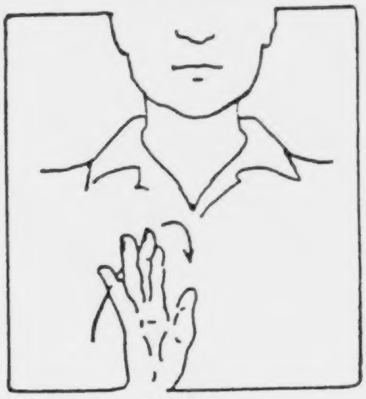
PLEASE



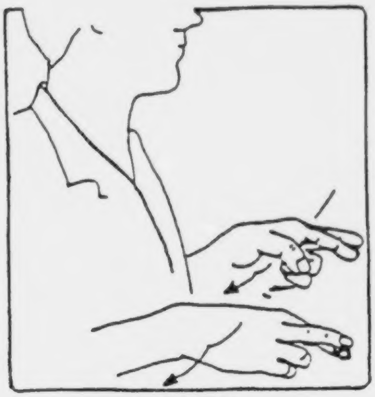
NO



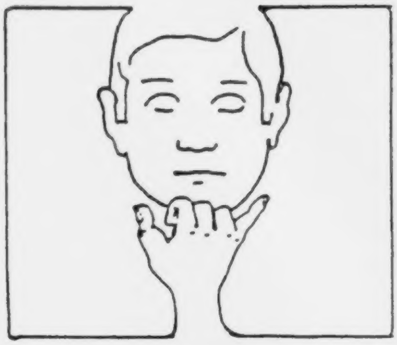
GOOD



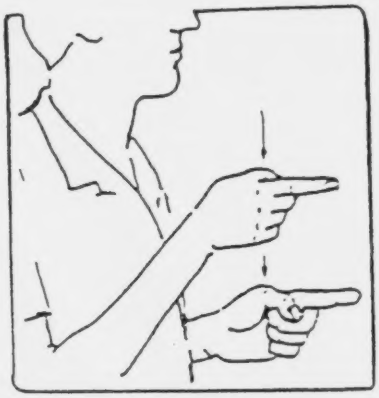
FINE



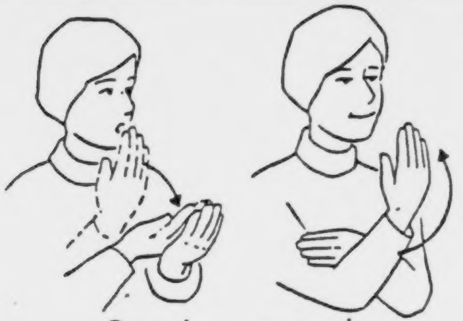
READY



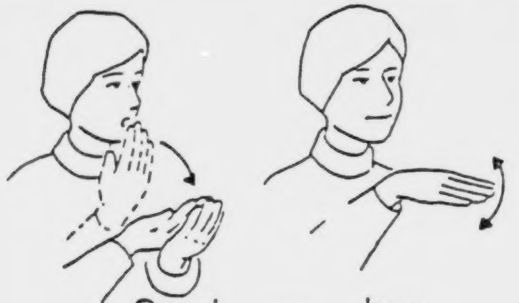
WRONG



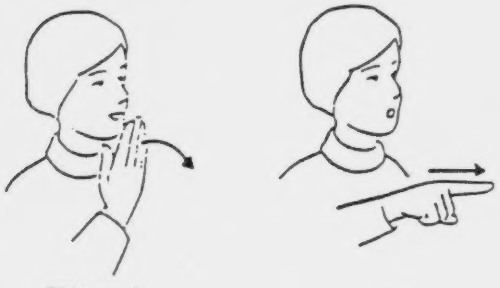
RIGHT



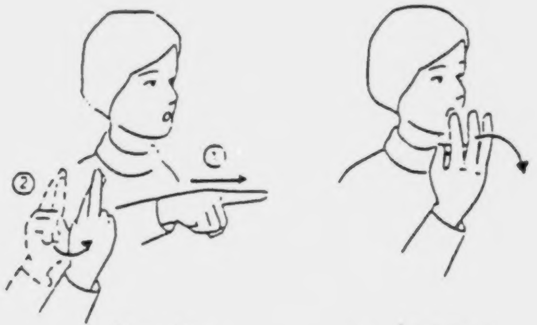
Good morning.



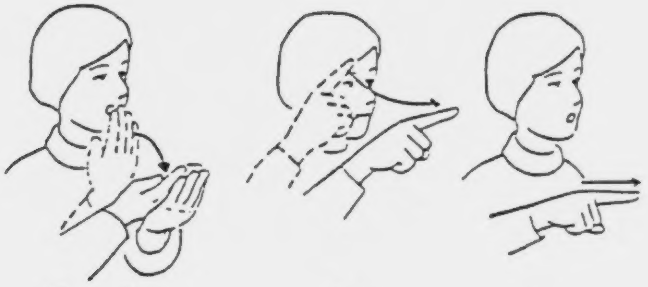
Good — bye.



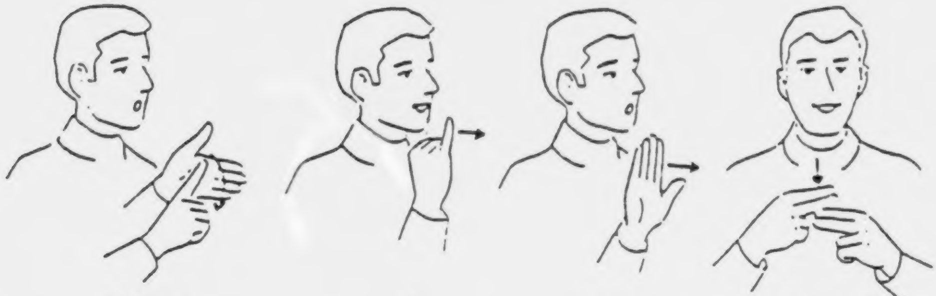
Thank you.



You're welcome.



Good for you.



What is your name?

Source: Gallaudet Signed English Project. Signed English for the Classroom. Washington D.C.: Gallaudet College Press, 1979. Reproduced by Permission.

SPEECH READING

People with a hearing loss are naturally more attentive to a speaker's lips and facial movements. Although lip reading is a valuable skill, it can only be used to supplement communication; just 30-40 percent of the English language can be seen on the speaker's lips.

SPEECH

It is frequently difficult to understand the spoken language of the hearing impaired because they are not able to control their pitch or tone. But just as we are able to understand those with an accent or unfamiliar dialect, with practice, teachers can learn to understand the spoken words of the deaf. Discuss this form of communication with students individually, in order to determine their preference.

WRITING

This method of communication requires one-to-one interaction and is more time consuming than the other methods discussed. It may prove to be the most effective way to discuss complicated or technical issues. Remember, sentence formation of some students may vary from the standard English format.

HEARING AID

There are many types of hearing aids available on the market. Technological advances have resulted in smaller, more powerful aids. However, hearing aids do not correct a hearing loss, but amplify all sounds. Therefore it is helpful to limit background noises as much as possible. One must also stand within a close distance of the hearing aid while speaking, as the aids are limited in their pick-up range. Teachers should speak slowly in order to give students time to absorb the information.

WORKING WITH AN INTERPRETER

The following are guidelines for those teaching with an interpreter. They were developed by Willard J. Madsen and presented at a Community Education in-services training: Deafness, Needs and Resources, (1979):

1. The teacher/speaker will be communicating with hearing impaired individuals through another person who will be transforming the spoken word into the language of signs.

2. The interpreter will need to adjust to the teacher's pace and sometimes it will be necessary for the teacher to adjust to the pace of the interpreter. Usually the interpreter will ask the teacher either to stop momentarily, repeat, or slow down. This is to insure that the hearing impaired students receive the message in full.

3. Generally, the interpreter will stand either to the teacher's left or right. This enables the student to maintain eye contact with both the teacher and the interpreter. This is most important for good student-instructor rapport.

4. Wherever the interpreter stands, there must be good lighting available.

5. In using demonstration and visual aids, it is important for the instructor to allow extra time for students to see what is being said. With hearing students, one can turn one's back to the class and simultaneously elaborate a point as one demonstrates. With deaf students, this is not possible, since the deaf student must turn his/her attention from the interpreter to the chalkboard to see what is being demonstrated and then go quickly back again so that he/she will not miss the explanation. The best way to handle this is, first, to be more specific as one goes over the points on the board, avoiding such vague references as "this" or "that". Second, pause more often while speaking, trying as much as possible to maintain eye contact with the students. Finally, watch the interpreter as he/she attempts to draw attention to specific items. Do not force the interpreter to stop signing, turn his/her head, and grasp what has been indicate in order to put it across to the student.

6. Generally, it is best if the teacher rearranges the classroom so that the students sit in a semicircle, able to view one another. This is particularly useful in discussion-type situations.

7. When using an overhead projector, slides, video tapes, or films, it is sometimes necessary to either reduce the lighting or turn off the lights completely in the classroom. In such situations, it is important to provide a small lamp or spotlight to focus on the interpreter while discussion or explanation takes place. The interpreter can usually assist in setting up special effects when necessary.

8. Sign language does not contain signs for every word in the English language and it is particularly lacking in specialized jargon. Usually the interpreter will have to fingerspell such words using the manual alphabet. Often the interpreter will also be asked to pause and define the term. It is most helpful to jot down specialized jargon on the chalkboard or give it to the interpreter before class, so both the interpreter and the student do not misunderstand the concept.

9. Question and answer periods may pose problems. If the student is unable to vocalize a question, he/she will need to sign the question to the interpreter and the interpreter will then need to vocalize the question to the teacher. The answer will need to again pass through the interpreter to the student. It is important at all times that the other students know who is speaking. This is best handled through pauses and direction by the teacher.

10. Hearing students may take notes while listening to a speaker. Deaf students cannot because they need to focus their attention upon the interpreter. When topics of importance are being discussed, an outline prepared in advance is most helpful. The teacher may write notes on the board, but must allow additional time for the students to copy them.

It is useful for the instructor and the interpreter to become acquainted at the beginning of a course. At that time, questions involving these guidelines and other points may be clarified. The instructor is always the instructor; the interpreter, merely the teacher's "voice."

EFFECTIVE TEACHING TECHNIQUES

The following are suggestions to improve communication between the teacher and hearing impaired student. (Howard, 1980 pp. 301-302).

1. Get the student's attention before speaking. A deaf student cannot hear a call to attention, and may need a tap on the shoulder, wave, or other signals to catch his or her eye.

2. Speak slowly and clearly, pronouncing each word, but without exaggeration or over-pronunciation. Exaggeration and over emphasis distort lip movements, making speech reading more difficult. Try to speak clearly without force or tension. Use short sentences rather than long sentences.

3. Look directly at the student while talking. Do not cover one's face with one's hands or book.

4. Do not turn one's back to the student while talking or explaining something on the blackboard.

5. Try not to move around the room while carrying on a discussion. It would be best to select a place in the room where the hearing impaired student can see easily.

6. Do not stand in front of windows while speaking. The light will shine in the student's eyes and he/she will not be able to see one's face. The light should shine on the teacher's face and not in the student's eyes.

7. When speaking to a hearing impaired student, try to maintain eye contact. Eye contact establishes a feeling of direct communication. Maintain eye contact with the student even in the presence of an interpreter.

8. Try to rephrase a thought rather than saying the same words over. Sometimes particular combinations of words are difficult to speech read, so repetition of the same phrase may be frustrating to the student if he or she cannot understand. Always use complete sentences when talking to a hearing impaired student. Do not just repeat one or two words.

9. The hearing impaired student must take in a majority of information through visual cues. Thus, he or she may fatigue more quickly than other students. Make sure to check occasionally to determine if the student is still understanding the material. Do not take a nod of the head as confirmation. Many times a hearing impaired student will say he or she understands when he or she really does not. A few quick questions regarding the material covered are a good way to see if, indeed, the student is understanding the course work. (The instructor may witness periods of inattentiveness due to periodic rests from fatigue.)

10. Encourage hearing impaired students to read class material ahead in order to become more familiar with topics that will be discussed in class.

11. Keep facial expressions and gestures appropriate and consistent with the verbal message that is given.

12. Attempt to keep the noise level down in the classroom, as much as possible, to allow the hearing impaired student maximum use of his or her auditory skills. This is especially important during those times when announcements or assignments are being given. Write out any important information to insure the hearing impaired student receives it.

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TEACHING THE VISUALLY IMPAIRED

> *I'm a person who is blind, not a blind person. I say "look", "watch", "I'm glad to see you", and use other phrases involving sight. I'm not afraid of those words, and you don't need to avoid them when you're with me.*
>
> *(Howard, 1980, p. 237)*

Knowledge of a student's visual acuity alone is of limited value to teachers. Legal definitions such as "20/200 or less in the better eye", do not provide enough information for effective educational services. It is the way in which a person utilizes his/her vision that is important.

Barrage (1976) suggests three definitions that may provide some clarity when attempting to describe the visually impaired student. Educationally, the blind are those who learn through braille and related media, without the use of vision. Perception of light may be present and useful in orientation and movement. Students with low vision have limitations in distance vision, but are able to see objects and materials when they are within a few inches or at a maximum of a few feet away. Most low-vision students will be able to use their vision for many school activities. Some may read visually while others will need to use tactual materials and possibly even braille. They should be encouraged to use their vision skills as much as possible. The term visually limited refers to those who are limited in their use of vision under average circumstances. They may have difficulty seeing materials without special lighting, or they may need to wear prescriptive lenses or use optical aids and special materials.

Initially, teachers should informally access their visually impaired students. It is important to determine the student's most effective learning mode. It may be lecture, tactile demonstrations or peer teaching. Also consider the student's most effective reading preference. Options include braille, large print and tape recordings. The third consideration is the student's mobility in the classroom or work station. Assessment may include actual tasks, or simply a conference with the student.

Visually impaired students need to master the same basic skills as other students, but first they must learn additional skills. They must be able to orient themselves, attain mobility and take care of their personal needs. Before academic skills are mastered, the student must also learn braille or use an optical aid and probably recording equipment.

When planning modifications for students, teachers should attempt to select materials and methods that will be appropriate for both the visually impaired and non-impaired students. Audio-visual materials, small groups and individualized learning systems would be appropriate for most all students.

Technology is changing rapidly, providing the visually impaired with greater assistance. A comprehensive source of aids is Aids and Appliances printed by the American Foundation for the Blind. The OPTACON (Optical to Tactile Converter) allows blind students to read printed material. An electronic component converts light patterns into tactile patterns that can be felt. The STEREOTONER converts printed words into a tone pattern. The KURZWEIL READING MACHINE converts text on a computer into speech. These are just a few of the new technological tools for this exceptional population.

The following strategies/suggestions may be helpful when teaching the visually impaired in your classroom:

1. Orient students to the classroom before the course begins. Inform students of any changes in the physical environment throughout the year. Auditory maps describing the building or campus may be helpful.

2. The visually impaired rely on hearing, so be sure they are seated close to the instructor or learning center, avoiding hallway or heating and air conditioning noises.

3. Speak clearly, giving explicit directions. Do not face the chalk board or alter one's normal speaking voice.

4. Provide students as many opportunities as possible to observe closely or touch materials.

5. Frequent review questions will provide feedback on how well students understand the new material.

6. Give handouts and materials to students ahead of time, enabling them to review it with a tutor or have it transcribed into braille or a tape.

7. Plan alternate activities if regular activities can not be modified. Do not avoid the assignment just to make it easy on the student. This will not help him/her in long term job skills.

8. Verbalize all feedback as students cannot see the visual cues of approval or disapproval. Pair visually impaired students with sighted students, possibly making carbon copies of their notes for the impaired student to review later.

10. Tests may be modified and presented orally, in braille (page 121) or large print (page 121) as a take home, or possibly waiving time limits, stressing accuracy.

11. Arrange seats to allow for the best lighting conditions, reducing glare on the chalkboard.

12. Print should contrast sharply with the material. Dark letters on buff paper and white chalk on a black board are recommended. Unglazed paper, soft lead pencils and felt tip marking pens also assist in reading directions. Ditto copies (purple ink) are more difficult to read than black ink.

13. Tutors will provide the classroom teacher with more flexibility, as a "reader" becomes the student's eyes. Encourage the student not to become too dependent on these individuals because after graduation there is no aide.

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Samples of Three Type Sizes

12 Point

When darkness fell, the women began
preparing a great heap of wood for the
circle of ceremonial fires. Then Chanuka
slipped into the river and swam silently

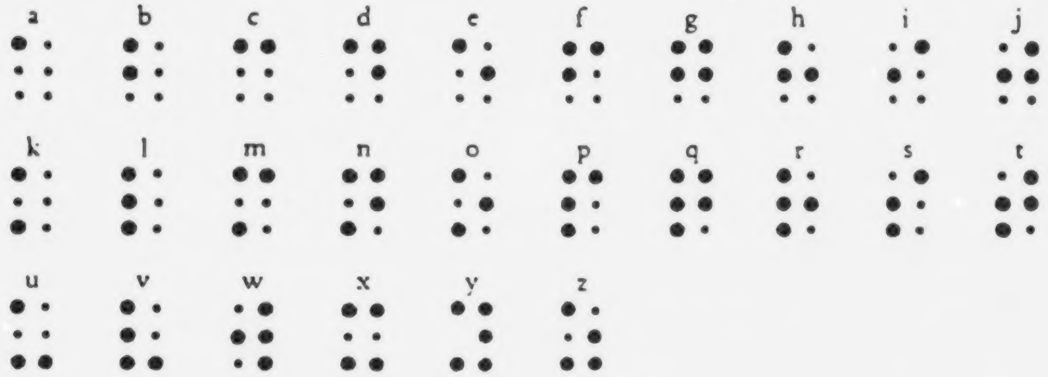
18 Point

When darkness fell, the women
preparing a great heap of wood
circle of ceremonial fires. Then C
slipped into the river and swam

24 Point

When darkness fell, t
preparing a great heap
circle of ceremonial fires
slipped into the river an

The Braille Alphabet (Figure 15)



TEACHING THE LEARNING DISABLED

Learning disabled students are a diverse group of individuals exhibiting a variety of learning problems. As a result, teachers may quickly notice a student is having problems, but have a more difficult time determining the exact nature of the problem. Students may perform above average one day and far below average on another.

A Specific Learning Disability (SLD) is considered a handicapping condition by the law. It is defined by Public Law 94-142 as

> ... a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak read, write or do mathematical calculations.

It is generally accepted that these persons have at least an average to above average intelligence. It is also important to realize that these cognitive deficits are not outgrown; instead, individuals must learn to compensate for their individual weaknesses. Standards or class requirements should never be lowered, but support services should be provided to help students demonstrate their competence.

Nearly all persons learn through their visual, auditory, or kinesthetic channel. However, most people have a preferred learning style. Those who easily remember what they have heard may find if more difficult to remember what they have seen. Although these differences are present in all of us, the L.D. student demonstrates severe deficiencies in one or more of the learning processes. A learning disabled adult may have the auditory memory of a six year old and a visual memory at an appropriate age level or above. Or they may learn best kinesthetically (through motor movement) and find it difficult to learn information presented either visually or auditorily.

For example, suppose a teacher presents new vocabulary words in an auto mechanics class. One particular student, Tom, consistently answers oral questions quickly and correctly. The teacher is certain that Tom is a bright, high achieving individual. But the very next day when asked to read and define the words on a written quiz, he fails miserably. After class the teacher discusses the quiz with Tom and once again he responds to the oral questions correctly. It is possible that a learning disability in visual memory has caused an academic failure in reading. Tom understands the material but is unable to read and respond on a written test. This example may have over-simplified the cause of Tom's failure, but it does demonstrate how a learning disability adversely effects classroom performance.

The following identification guide as presented by Howard,(1980) may help the teacher identify the stronger processing channel in their students or other specific types of problems:

Poor Visual Perception Functioning

1. Consistently reverses letters and words, either in reading or writing
2. Has difficulty in written expression

3. Demonstrate poor penmanship
4. Unable to copy correctly from a book or the blackboard
5. Cannot follow written directions
6. Organizes written work poorly

Poor Auditory Perception Functioning

1. Cannot follow oral directions
2. Cannot tell a story in proper sequence
3. Has difficulty in orally expressing ideas which he or she seems to understand
4. Becomes inattentive during oral presentations or class work
5. Demonstrates written expression better than oral expression
6. Demonstrates poor comprehension of oral language

Marked Memory Problems

High Distractibility, Poor Attention or General Inability to Carry Out Directions Independently

1. Student has a short attention span
2. Student repeatedly fails, on a day-today basis, to recall what has been taught

Activity Level Hyper-Hypo Which Seriously Interferes with Educational Progress

1. Student may become silly or angry more often or more violently than other students in the classroom
2. Student may become more passive, daydream or withdraw

Although all L.D. students are different, there are general characteristics that may be observed (Howard 1980):

1. Poor ability to sustain attention to the work to be done
2. Impulsive behavior
3. Inability to think or remember
4. Poor organization of tasks
5. Inability to monitor one's acts
6. Inability to maintain a train of thought
7. Poor physical coordination
8. Hyperactivity and hypoactivity
9. Difficulty in reading, writing, arithmetic, spelling
10. Distractibility
11. Extreme variation in functional ability
12. Difficulty in handling language
13. Speech and hearing disorders
14. Lack of resourcefulness

In order to help the learning disabled adult in the classroom, both the teacher and student must understand the student's learning disability. Initially, psycho-educational testing is necessary to determine if the student is learning disabled as well as to profile strengths and weaknesses. At that point, support services consisting of compensatory mechanisms (learning how to learn) and appropriate curriculum adjustments are essential.

Dr. Stanley Antonoff (1984) suggests the following accommodations for identified learning disabled adults attending classes at the professional level. They may also be appropriate for students in a vocational or other academic setting:

1. Extra time on examinations
2. Option of essay rather than multiple choice type exams
3. Help in developing effective, efficient study habits
4. Getting as much "hands on" practice as possible
5. Self-vocalizing or lip movement while reading

Although the above suggestions will help a learning disabled student, there are more specific techniques a teacher may incorporate in his/her teaching style. L.D. students are frequently weak in integration and symbolic mental manipulation skills (Antonoff 1984). They have difficulty arranging and retaining information while using it do something else. Therefore, teachers must allow more processing time, especially during question and answer sessions. Deficiencies in auditory perception may impair the student's ability to grasp information presented through lectures or to take adequate notes. Teacher handouts or visually presented material covering the main ideas would be especially helpful to this student. Weaknesses in visual motor skills may require more time when writing, copying or drawing. Also, integration deficiencies may make it easier for students to express information verbally rather than in writing. In general, teachers should use a multisensory approach, presenting information auditorily, visually and through "hands on" experiences or the tactile-kinesthetic mode. This approach will help not only the learning disabled, but the student who learns best through a specific channel but does not qualify for support services.

The learning disabled student also has a responsibility to learn how to compensate for his/her individual weaknesses. Study skills must be developed to help structure and organize their approach to complete an assignment. Students may need to copy and draw what they see in order to remember visual presentations or they may need to write terms over and over for courses that depend on rote. Placing information on flash cards is a helpful method for retaining auditory information. Students with poor auditory memories or reception may elect to use tape recorders in class as well as compare notes or study with other students or tutors. Techniques such as SQ3R (survey, question, read, recite and review) may also be helpful. Kalugfer and Kolson (1969) suggest methods to improve long term storage and retrieval of reading material (as cited by Alley and Deshler (1979):

1. Mnemonics
2. Rehearsal
3. Paired association
4. Active reading (responding to the authors ideas)
5. Review
6. Using main headings and different type faces

The IMPRESS training manual (Florida Department of Education, 1984) suggests specific strategies to improve learning skills:

1. R.A.P. (strategy to paraphrase and strengthen reading comprehension)
   R - Read two paragraphs
   A - Ask yourself what you have read
   P - Put it in your own words

2. C.O.P.S. (strategy to help students detect errors in written expression)
   C - Capitalization
   O - Overall appearance
   P - Punctuation
   S - Spelling

3. T.O.W.E.R. (strategy to help refine skills in formulating main ideas and support details)
   T - Think
   O - Order Ideas
   W - Write
   E - Edit
   R - Rewrite

Compensatory strategies will vary from student to student and course to course. Learning disabled adults must have a personal understanding of their own strengths and weaknesses, while teachers must understand what a learning disability is and what adaptations they might make in order to accommodate the learning disabled student.

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Teaching the Learning Disabled

Listed below are some behaviors that may be displayed by students who have a learning disability. Some of the strategies for helping these students may be inappropriate for the adult learner and should not be used by the teacher.

The student is overly active and has difficulty sitting and working quietly.

1. Organize the work area so that instructional materials and student work space is free from distracting stimuli. Clear the desk of everything except the worksheet and one pencil.
2. Use carpeting or other sound absorbing surfaces around the work space to reduce distracting noises.
3. Provide a carrel or quiet corner to cut down on visual stimuli.
4. Provide firm rules, consistently adhered to, with consequences clearly understood.
5. Alternate activities in a structured manner so that the student can move from an active experience to a passive activity through diminishing stages. For example, do not expect the student to come in from the play field and immediately begin a handwriting lesson in his/her seat. Allow a cooling off period with diminishing activity such as getting a drink, sharpening a pencil, with time allowed for locating materials and organizing the task before starting to work.
6. Schedule activities that tend to stimulate or excite the student after, rather than before, activities that require extended periods of concentration.
7. Avoid heavy doses of desk work or lengthy periods of enforced activity.
8. Avoid permitting the student to become overly tired.
9. Be aware of excessive tactile stimulation such as room temperature, flickering lights, vibrations from air conditioners, squeaking desks or chairs, and humming fluorescent lights. Help the student gradually build tolerance for these distracting stimuli, as he/she must learn to function in an environment that is full of them.
10. Use a timer to set limits of on-task behavior with increasing spans followed by a reward. (Use smiles, pats on the back, happy faces, choices of activities, etc. rather than treats whenever possible.)

The student is very distractible, daydreams, or ceases activity before completion. He/she has trouble staying on task, though he/she may stay seated and appear to be working.

1. Use a carrel to provide isolation and cut down on stimuli that is distracting.
2. Carefully select the subject matter for independent work. Make sure it is not too difficult, nor too easy. Be sure the student understands the directions and demonstrates a correct beginning.

3. Provide students a specific time frame for task completion.
4. Use a card with a window cut into a frame to focus the student's attention on a specific area, problem, line of print, etc.
5. Determine the student's length of attention and gradually increase the tolerance level.
6. Consistently re-direct the student's attention to the task with the use of an oral message such as a verbal cue, buzzer, use of name, or teachers voice. Move from this cue to a visual cue using hand signals or proximity control to re-direct attention. Fade the verbal cue.
7. Provide checklists for the student to keep up with completed assignments and those waiting for attention.
8. Start with short assignments and reward completion. Increase length of assignments gradually.
9. Make tasks meaningful to student by relating them with something within his/her own personal experience.
10. Seat the student near the point of focus. (chalkboard, lecturer, tape recorder, chart, etc.)

The student displays impulsive behavior. The student acts before he/she thinks.

1. Provide firm rules and clearly defined consequences.
2. Provide a system of feedback, so that the student is recognized for and learns to recognize correct responses.
3. Have students practice pausing a few moments before acting or speaking.
4. Involve the student in purposeful structured activities that follow a predictable sequence.
5. Have students outline planned responses in writing before acting or speaking.
6. Provide imitation training by setting an example of a slow pace and deliberate reaction to situations.
7. Set up situations that do not have negative consequences which allow students to exercise control.
8. Emphasize the STOP, LOOK, LISTEN, THINK approach.

The student cannot seem to get started, delays and procrastinates.

1. Give cues to begin work, such as "Pick up your pencil, and begin"; "Begin to work when I say 'GO'; "Ready, Set, Start your work".
2. Break the work up into smaller amounts. Allow the student to do five math problems at a time. Allow him/her to intersperse alternative assignments, doing one half of his/her spelling words, then five math problems, then the other half of spelling.

3. Sequence the work with the easiest problems first, then alternate the more difficult assignments with easier ones.
4. Check to be sure the student has all necessary materials and equipment needed to complete the assignment before he/she begins.
5. Help the student to set time goals for each task and strive to finish within limits.
6. Check on the student's progress frequently in the first few minutes of work.
7. Help the student develop a checklist for each step of the task, (i.e., steps in a long division problem).
8. Assign a peer to help to the student get started and to start with him/her.

The student has difficulty paying attention to oral directions or the spoken word.

1. Give explanations in small distinct steps.
2. Provide written backup to oral directions and lectures; provide visual cues on the chalkboard or overhead.
3. Have the student repeat the directions orally, or use a written clue to remind the student of the steps.
4. Make sure the student is making eye contact when directions are given, and use approximity control, perhaps even touch, to hold the student's attention.
5. Use fewer words, provide examples, and repeat directions.
6. Put directions on a language master card or tape recorder.
7. Have the student close his/her eyes and try to visualize the information.

The student has difficulty keeping track of materials and assignments.

1. Require a notebook; use dividers or large envelopes for each subject.
2. Check the notebook daily with the student.
3. Keep extra supplies on hand in the class. (paper, pencils, and supplies provided by the student at the beginning of the year).
4. Provide assignment sheets that can be shared with the regular teacher, the special teacher, the parent and the student.
5. Reward the student when he/she does bring materials and keeps work organized.
6. Return corrected work as soon as possible. Use a color code or visual cue on the corrected papers so student will be able to quickly determine that work has been corrected.

The student has difficulty working in groups.

1. Provide direct instruction to the student in group processes. Teach him/her how to act in a group situation. Some students have trouble shifting gears from individualized instruction to group instruction and need to learn the difference.
2. Provide a partner to assist the student and for the student to follow.
3. Prepare the group members ahead of time to include the student in the group, accept his differences and assist.
4. Provide more structure by defining the group task, setting goals, listing steps, and providing closure.

Student has difficulty working independently.

1. Assign a task that can be completed without assistance.
2. Be certain that the student can see an end to the task.
3. Provide precise, specific directions, have the student repeat them.
4. Gradually increase the difficulty of the task and reduce the time allowed for completion.
5. Reinforce often, praise for staying on task and for accurate work.
6. Help the student to see individual work as a sign of personal responsibility and growth rather than thinking the teacher just wants to "get rid" of him.
7. Provide a variety of work within the assignment instead of just all written tasks. (making charts, maps, coloring or drawing pictures, using the language master or tape recorder, etc.)

The student has difficulty expressing himself/herself verbally.

1. Accept alternate forms of information sharing such as: written report, art expressive response, drawing, collage, etching, crafts, models, exhibits, bulletin boards, photo essays, maps, diorama, exhibits, cartoons, charades, demonstrations, etc.
2. Ask questions requiring short answers.
3. Provide a prompt, such as beginning the sentence for the student or giving a picture cue.
4. Give extra response time; don't always call on the first student who raises his/her hand.
5. Allow a taped report instead of oral report to the class if this is perceived as easier by the student.

The student has difficulty reading class material and/or books.

1. Find subject matter material written at a lower level.
2. Adapt the student's text by highlighting and reorganizing.
3. Rewrite or tape the student's text.
4. Shorten the reading assignment.
5. Allow extra time, or allow another student to read material to the student before the student is required to read it.
6. Ask questions before the student reads, so he can set up a study guide and attend to the important information.
7. Preteach the reading vocabulary and review before the student begins the reading.
8. Use large print; enhance the text with highlighting.
9. Tape the story and allow the student to read-along.
10. Use worksheets asking questions, with directed reading, (page numbers and paragraphs).

The student has difficulty writing legibly.

1. Use formats that do not require excessive writing: multiple choice, fill-in the blank, programmed materials.
2. Provide an individual alphabet chart.
3. Teach student to type or use word processing.
4. Use graph paper to help space letters.
5. Use manuscript paper or lined ditto paper.
6. Do not set time limits or hurry copying. Allow student to copy from nearpoint before copying from the board.
7. Provide structured practice and instruction to the student as he/she learns to write specific letters. The use of rhythm or verbalized strokes may help.
8. Have student read back what been has written before turning in paper.

The student has difficulty spelling.

1. Dictate the work; have student repeat it before spelling it.
2. Use spelling lists that have meaning to the student. (student's whole name, parents names, student's address, his school, birthdate, etc.)
3. Teach short, easy words in context, as part of a phrase or short sentence.

4. Teach words by spelling patterns. (at, it, ate, words)
5. Use the language master for drill and practice.
6. Allow the student to sing, chant or "cheer" the word with rhythm.
7. Call attention to the configuration of the word.
8. Teach the student to use the dictionary to check spelling errors.
9. Use tactiles such as yarn or clay for molding the letters and tracing them with the fingers for practice.

The student has difficulty expressing himself/herself in writing.

1. Accept alternate forms of reporting: oral reports, taped reports, art or charts, maps, dioramas, exhibits, discussions, debates, etc.
2. Allow student to dictate work to someone else and then copy or type it himself.
3. Have the student prepare an outline, brief notes, or short phrases to demonstrate knowledge.
4. Give extra time for written assignments and shorten the amount required when possible.
5. Provide a sample of what the finished paper should look like in order to help the student organize the parts of the assignment.
6. Provide practice with story starters, open-ended stories, and with brief excerpts of articles to complete.
7. Give grades based on content rather that written ability.

The most important thing a teacher can do for a student is to accept the student as he/she is, not to compare the student to others, and ...

CELEBRATE THE DIFFERENCES!!!

Source: FDLRS/Alpha Associate Center "Suggestions for Interventions Strategies, Modifications and Accomodations for the Student with Learning Disabilities".

TEACHING THE EMOTIONALLY HANDICAPPED

Individuals perceived as "normal" have periods in their lifetime during which, under certain environmental conditions, they could be classified as "emotionally disturbed" (Shea, p.4-5).

Definition: An emotional handicap is defined as a condition resulting in persistent and consistent maladaptive behavior, which exists to a marked degree, which interferes with the student's learning process, and which may include but is not limited to any of the following characteristics:

1. An inability to achieve adequate academic progress which cannot be explained by intellectual, sensory, or health factors;
2. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
3. Inappropriate types of behavior or feelings under normal circumstances;
4. A general pervasive mood of unhappiness or depression; or
5. A tendency to develop physical symptoms or fears associated with personal or school problems.

A severe emotional disturbance is defined as an emotional handicap, the severity of which results in the need for a program for the full school week and extensive support services. (Sarasota District Procedures, 1990).

Behaviors of an emotionally disturbed student and those of a student with short term emotional difficulties may be similar. Therefore, teachers must evaluate their student's problems carefully. Identification of the problem is the first priority. There are many behavior tests such as the Behavior Disorders Identification Scale (BDIS), Devereaux Behavior Rating Scale, Walker Problem Behavior Identification Checklist, and Behavior Evaluation Scale which can be used. The problem behavior for younger students must be compared to natural developmental stages. The teacher must make sure the problem is a problem and not a typical reaction to adolescence, for example. Isolated behaviors may not indicate disturbance and a need for special strategies.

Teachers can choose from a variety of strategies to eliminate aggressive or inappropriate behaviors and feelings. Available strategies include class structure, academic and affective curriculum, behavior management, logical consequences, interventions and supplemental services. The specific management technique(s) that is(are) chosen depend on the identified problem, developmental stages of the student, the objectives set for the student as well as the teacher's own personal teaching style.

STRUCTURE

Structure is a basic element in providing and managing disruptive or non-compliant behavior. Providing a consistent and predictable environment is essential for emotionally handicapped students. Some options for structuring the classroom include:

A. Class rules. Class rules should be clear, concise and displayed visible in the classroom. It is important to start with the basics:

1. Raise hand and wait to be called on before speaking out.
2. Stay in assigned areas.
3. Keep hands, bodies and objects to oneself.
4. Stay on task and complete assignment.

When these are accomplished, these rules can be added:

5. Be respectful to peers and/or other adults.
6. Follow directions on the first request.
7. Be physically appropriate.
8. Be verbally appropriate.
9. Have a positive attitude.

B. Scheduling. Scheduling allows students to know what to expect. It provides a routine with consistency. Plan ahead for transitional periods between classes, activities or free time.

C. Order. Providing order and simplicity allows less stimuli to enter into the student's environment. Therefore, the student is distracted less.

D. Activity Centers. This is a designated area with a specific topic or activity in which the students may engage. Optimally, it is separated from the academic area and allows for experiential learning.

These prevention strategies are based on the assumption that increasing positive relationships and experiences in the classroom will decrease misbehavior. Class meetings, as developed by Glasser may provide the student with a feeling of personal involvement and a positive relationship with teachers and other students.

ACADEMICS

The education of a student is vital but may be overshadowed by his/her emotional handicap. The student should be academically challenged to the best of his/her abilities. "In order to grow educationally, socially and emotionally, individuals need to be in an environment in which there is a concerned teacher who will set firm, consistent, positive limits while providing warmth and support for their appropriate behavior" (p. 7, Canter and Canter, 1984).

The academic curriculum should be designed to promote a student's growth in his/her deficit areas, social as well as academic and vocational. The framework can include language arts, mathematics, science and social studies. An individual education plan (IEP) is designed to address the specific needs and goals of the student. Some general teaching techniques include; an individually structured learning environment, programmed instruction, activity based and multi-media instruction, small group instruction, group counseling and individual structured behavioral goals. (Sarasota District Procedures, 1990).

AFFECTIVE

"...we also need to deal with the affective dimensions of the individual - his interests, concerns fears, anxieties, joys, and the other personal and emotional reactions he brings to the learning situation" (p. 11, Castilo, 1974). An affective curriculum is designed to help emotionally handicapped students learn some of the skills they need to behave in a socially competent manner. Having the student feel safe and comfortable in an academic environment lays the groundwork for learning. Affective approaches include teaching social skills, playing games, counseling, exercises in trust and self control, problem solving, communication skills, behavioral interventions, anger management, etc.

Please refer to Left Handed Teaching, Volume V-C: Affective Curriculum for Secondary Emotionally Handicapped Students, 100 Ways to Enhance Self Concept in the Classroom, Skill Streaming the Elementary School Child and A handbook for K.I.D.S. Group Therapy.

BEHAVIOR MANAGEMENT

This theory suggests that behaviors will increase in strength if rewarded and decrease if not reinforced or punished. It is best used with individual students in a program designed to improve specific behaviors. The basic steps involved are (Blackman and Silberman, 1980):

1. Identify a behavior that should be changed. It should be an observable behavior. This is also called the target behavior.
2. Collect data or information concerning the frequency, intensity and duration of the behavior.
3. Decide on a course of action, i.e., what positive behavior should replace the misbehavior. Discuss the problem behavior and the steps to correct it with the student and determine effective rewards.
4. Put the plan into action and chart and reward appropriate behavior. The plan should be evaluated constantly.

Specific forms of behavior management include:

1. Reinforcement: rewarding positive behaviors
2. Punishment: introducing a negative or taking away a positive
3. Point system and token economy
4. Contracts

For more detailed information concerning behavioral programs, refer to Puzzled about Educating Special Need Students? by Howard (1980), Principles and Procedures of the Standard Behavior Chart by Koorland and Martin (1975), The Solution Book: A Guide to Classroom Discipline by Sprick (1981) and Modification of Child and Adolescent Behavior by Blackman and Silberman (1980).

If improvement does not occur, consider the following (Howard, 1980):

1. Are the rewards the student chose really rewarding?
2. Is there another behavior problem preventing improvements?
3. Contingency management may not work with this student.

LOGICAL CONSEQUENCES

"Logical consequences permit a person to learn from the reality of the social order. That is , they acknowledge mutual rights and mutual respect. For the consequences to be effective, the person must see them as logically related to their misbehavior. In other words, the consequence must fit the behavior in a logical way" (p. 72, Dinkmeyer and Mckay, 1976). This type of consequence is different from punishment because it demonstrates reality and not personal power, and teaches the student responsibility for his/her own actions.

Consequences are arranged by the teacher with input from the student, and it is explained to him/her. The student has the freedom to stop the behavior or continue and face the consequence.

INTERVENTION

The following management techniques, as suggested by Ling, Morse and Newman (1971), and quoted in Dealing with Aggression in the Classroom (1983), are practical ideas for dealing with all students:

1. Ignoring a behavior intentionally, is especially helpful with those students who make an effort to "bug" the teacher.
2. Standing close to a student is sometimes sufficient to help the student regain control.
3. Simple cues such as frowns or staring may be sufficient.
4. If the student is bored and ready to act out, engage the student in an interesting conversation or activity to distract him/her.
5. A well placed joke may relieve tension.
6. Students may become frustrated when the work is difficult. Teachers should watch for signs of frustration and help with difficult problems. Changing the plan or format may relieve tension. Cutting an assignment in half or changing the task altogether may be necessary.
7. Established routines can minimize misbehavior. Major changes before holidays can be somewhat chaotic.
8. Appeal to the student's values and sense of right and wrong.
9. Try to remove objects the student has brought to class that may either be distracting or be broken by another student. Personal lockers can help eliminate some of the possible conflict.
10. Ask the student to leave the room with a task, designed to help the student regain control and avoid a confrontation.
11. Physical restraint, including time out, may be a final alternative. It may be necessary for the instructor to provide control for the student. This is definitely the final course of action and it is important that the instructor have some formal training such as Aggressive Control Techniques (ACT) or Crisis Prevention Intervention (CPI).

SUPPLEMENTAL SERVICES

The needs of an emotionally handicapped person are varied and many. Utilizing all available resources is essential to provide a safe and productive environment for the student and his/her teacher. Following are resources and techniques that may be helpful:

1. Counseling helps develop positive relationships as well as resolve aggression and misunderstood feelings. Usually in a crisis situation, a student lets his/her defenses down and in some way (usually not directly) asks for help (Dealing with Aggression, 1983). Counseling can be done individually or in small groups.

   Teachers must be ready to communicate openly with the student, responding with respect and empathy, sharing ideas and promoting constructive resolutions. It is important to develop positive relationships with students. Although academics are important, planning specific times to share thoughts and feelings creates a feeling of involvement. When communicating with students, teachers should (Howard, 1980):

   a. be friendly, supportive or helpful in tone - not hostile or accusatory.
   b. be objective and data-based.
   c. be limited to topics related to classroom behavior.
   d. invite student response and input, to which the teacher carefully listens.
   e. conclude with a clear understanding of the changes, timeframe, and benefits which are expected.

2. Parent education services are essential in providing the student with support in the home environment. Teaching parents/guardians some basic skills in parenting, behavior management and communication can greatly influence the student's ability to be productive in the classroom. Please refer to Active Parenting, Systematic Training for Effective Parenting and the Nurturing Program.

3. Special classes such as art, music and physical education allow the student to excel in other areas of proficiency.

4. Psychiatric, psychological and medical consultation are valuable in answering questions that arise with this population. Ruling out physical and mental conditions allows the teacher to have more knowledge about the student's personality, health and mental well being.

5. Ratio between teacher and students should be lowered when working with emotionally handicapped students.

6. Vocational interests should be identified early and the teacher should assist the student in gaining those skills required to pursue his/her vocational interest.

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TEACHING THE MENTALLY ILL

PHILOSOPHY

How many people know what it is like to visually hallucinate, to hear strange voices in one's minds, to suffer panic attacks or extreme mood swings from euphoria to despair, to become delusional or catatonic?

Unless one has suffered the ravages of a mental illness, it is impossible to empathize with those diagnosed as mentally ill. How, then, can the inexperienced and untrained teacher work with such clients?

1. Be aware that the only thing separating some individuals from these clients may be a minuscule amount of a chemical necessary for normal, healthy brain functioning. RESPECT THEM as fellow humans.

2. Be aware that the medications prescribed to control their illnesses often have unpleasant and unwanted side effects: loss of concentration, vision impairment, shortened retention, slurred speech, lethargy. BE PATIENT with them.

3. Be aware that mental illness does not necessarily impair all mental functions. A client suffering from schizophrenia or manic depression may still be quite rational in some ways. Think of brain functioning as a series of small rooms, each with its own designated activity. In the mentally ill, not all of the doors may be open at the same time. COMMUNICATE WITH the client wherever he or she is able to meet the teacher.

4. Be aware that mental illness induces feelings of fear, terror, frustration, excitement, despair, depression, anger or hostility much of which may be beyond the client's control. BE CONSISTENT, CALM, CONTROLLED AND CHEERFUL. Allow them to count on the teacher as a stable anchor in an emotional sea.

5. Be aware that the mentally ill are prisoners in their own minds, locked away from the outside world. They may become narrowly self-centered and self-pitying or childish and cantankerous. STIMULATE AND STRETCH THEM wherever one may reach them: teaching the illiterate client to read or the higher functioning client the current events of the day will help to break the prison bars and expand a constricted mind.

6. Finally, be aware that the human mind is still largely a great mystery and that no one fully understands mental illness. Doctors and professionals do their best, but much treatment is still experimental. What works with one client may not work with another. STAY OPEN to new ideas; be willing to try different strategies and activities.

WHY THE MENTALLY RETARDED LOSE JOBS

When the mentally retarded person experiences difficulty in holding a job, it may often be due to his or her poor social interaction skills. Individuals who do make good occupational adjustments are those who possess the positive personality traits of getting along well with workers, having high job interest, having a desire for adequate performance, being dependable and having the ability to cope with criticism.

In many cases of dismissal from the job, it is not the failure to do the work but the failure to meet required standards of reliability, to exhibit proper conduct on the job or to cooperate with supervisors and other employees.

How to teach reliability, cooperation, good conduct, and other work skills, is at best poorly defined. One may, however, assume that unless one has consistently used every opportunity to explain and demonstrate these qualities, and to call attention to how their absence can affect job success, one has not fulfilled his/her obligation to the student.

The following can be used as a resource for possible work experience within the community:

- AUTO BODY
  - body and fender repairer
  - sander
  - painter
- BEAUTY SHOP
  - beautician's helper
- BAKERY
  - baker's helper
  - boxer
  - decorator
  - donut machine operator
- CAR WASH
  - car washer
  - car polisher
  - window washer
  - bus washer
- CLERICAL/OFFICE
  - receptionist
  - file clerk
  - duplicating machine
  - collator/stapler
  - messenger
  - typist
  - file clerk
- CONSTRUCTION/BUILDING TRADE HELPERS
  - plumber's helper
  - electrician's helper
  - painter's helper
  - plasterer's helper
  - roofer's helper
  - mason's helper
  - bricklayer
  - welder's helper
  - road construction helper
  - wall paperer's helper
- CUSTODIAL SERVICES FOR OFFICE BUILDINGS, INSTITUTIONS, WAREHOUSES, FACTORIES, SCHOOL, THEATER, ETC.
  - janitor
  - rest room attendant
  - window washer
  - floor cleaner/polisher
- DAIRY FARMS
  - barn hand
  - milker
  - bottling machine worker
  - feeder
  - clean up
- DOMESTIC WORKERS
  - child care worker
  - launderer
  - house cleaner
  - domestic helper
  - baby sitter
  - attendant (for invalid)
- FACTORY (auto, candy, food canneries, garment processing, furniture, shoe factory, etc.)
  - assembly line worker
  - brick yard worker
  - packer/wrapper
  - sewer
  - sewing machine operator
  - textile worker
  - shipping department help
  - guard
- FLORIST/GREENHOUSE/LANDSCAPING
  - flower arranger
  - stock clerk.
  - greenhouse worker
  - custodial worker
  - cemetery maintenance
  - landscaper helper
  - nursery helper
- FRUIT FARM
  - fruit handler
  - fruit picker
  - tree pruner
  - tree sprayer
  - grader operator
  - potato cultivator
  - sprayer
- GARAGE/GAS STATION
  - car washer
  - mechanic's helper
  - gas pump operator
  - body repair helper

- tire changer
- lubricator
- parts chaser
- junk yard worker

GRAIN AND FEED MILLS
- grain, flour and feed handler

HOSPITAL/NURSING HOME INSTITUTION
- custodial worker
- nurse's aide
- food preparer
- dishwasher
- attendant
- orderly

HOTEL/MOTEL
- room cleaner
- launderer
- bell hop/porter
- janitor

LAUNDRY/DRY CLEANER
- presser
- mender
- carpet washer
- washing machine operator
- clothing tagger

LEISURE TIME/RECREATION
- caddy
- course maintenance worker
- usher/concession operator
- riding stable worker
- bicycle repairer
- amusement park ride operator
- amusement park concession operator

PARKS
- park attendant
- park custodian

POULTRY FARMS
- chicken house cleaner
- egg collector
- feeder
- egg handler

POTATO FARMS
- potato handler

RESTAURANT/CAFETERIA DRIVE-IN
- kitchen helper
- cook's helper
- salad maker
- waiter/waitress
- dishwasher
- table cleaner
- serving line worker
- short order cook

RETAIL STORE
- price marker
- carpet and tile installer
- clerk's helper
- custodial worker
- stock room worker
- warehouse worker
- clerk/sales person
- helper to appliance repairer

SAW MILLS AND PLANING MILL
- log roller
- yard hand
- lumber sorter
- lumber handler
- mill hand

SCHOOL EMPLOYEE
- teacher's aide
- clerical helper
- janitor/custodial helper

SUPERMARKET
- packer/clerk
- custodial
- packager
- stock clerk
- produce arranger
- price marker

TREE NURSERIES AND TREE FARMS
- nursery bed weeder
- planter
- tree cutter
- tree trimer
- cultivator
- tree sorter

VEHICLE OPERATOR
- delivery person
- parking lot attendant
- vehicle maintenance worker
- truck loader

MISCELLANEOUS
- kennel helper
- shoe repairer
- elevator operator
- mail clerk
- printer's helper

SAFETY WORDS AND WORD SIGNS

Poison
Do Not Enter
Watch Your Step
No Trespassing
Fire Door
Radioactivity
Hospital
Men Working
Flammable
Keep Out
Warning
Keep Off
Fire Escape
Fall Out Shelter
Ambulance
No Admittance

Combustible
High Voltage
Caution
No Loitering
Fire Alarm
Police
Doctor
On/Off
No Smoking
Danger
Hot-Cold
Beware
Fire Extinguisher
Fire Department
Dentist
Stairs

SAFETY PICTURE SIGNS

Poison
No Entry (Keep Out)
No Smoking
(No Symbol)

Flammable
First Aid (Red Cross)
No Fires

PERSONAL WORDS

Name
Address
Telephone (Phone)
Date

Birthdate
Social Security Number
Signature

TIME WORDS

Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

January
February
March
April
May
June
July
August
September
October
November
December

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SERVICE PICTURES

- Male
- Female
- Rest Rooms
- Telephone
- Information
- Hospital
- U.S. Mail

SERVICE WORD SIGNS

- Men
- Rest Rooms
- Information
- Wet Paint
- Hiking Trail
- Personnel Only
- For Rent
- Directory
- Bank
- No Diving
- U.S. Mail
  - -local
  - -out of town
- Women
- Toilet
- Open
- Private
- Help Wanted
- Picnic Shelter
- Cashier
- Fragile
- Drugs
- Quiet
- Ladies
- Phone
- Closed
- Bike Trail
- Grocery Store
- Playground
- Fishing
- Parcel Post
- Litter
- No Swimming
- Gentlemen
- Telephone
- Yes-No
- Office
- Employment
- For Sale
- Dam
- Stamps
- Out of Order
- Postal

COMPLEX WORD SIGNS

- Danger-Keep Out
- Caution-Flammable
- Beware of Dog
- Harmful or Fatal if Swallowed
- Insert Correct Change
- Slippery When Wet
- Danger-High Voltage
- Caution-Combustible
- Watch Your Step
- Fire Door-Keep Closed
- Fare Card Dispenser
- Private Property
- Danger-Poison
- Private-No Trespassing
- For External Use Only
- For Emergency Assistance
- Open-Come In
- Employees Only

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TRAVEL SIGNS AND WORDS

In-Out
Up-Down
Rest Area
Detour
Bump
One Way
Low Clearance
Stop Ahead
Signal Ahead
Keep Right
No Right Turn
No Left Turn
No U Turn
No Passing Zone
Divided Highway
Divided Highway Ends
Speed Zone Ahead
Taxi
Train Station
Emergency Exit
Tunnel Ahead
Push-Pull
Entrance (Enter)
Waiting Area
Moving Vehicles
Remain Seated
Gate
Flight
Baggage Claim
Stairs (Stairway)
Elevator
Parking
Speed Limit
Hill
Merge
Road Construction
Slow
Airport
Tickets

TRAVEL PICTURES

Exit
Stop
Yield
Stop Light (Red)
Caution Light (Yellow)
Go Light (Green)
Walk
Don't Walk
Pedestrian X-ing
School X-ing
Bus Stop
Bike X-ing
No Bikes

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DOLCH WORDS

Preprimer

a
and
away
big
blue
can
come
down
find
for
funny
go
help
here
I
in
is
it
jump
little
look
make
me
my
not
one
play
red
run
said
see
the
three
to
two
up
we
where
yellow
you

Primer

all
am
are
at
ate
be
black
brown
but
came
cat
did
do
four
get
good
have
he
into
like
must
new
no
now
on
our
out
please
pretty
ran
ride
saw
say
she
so
soon
that
there
they
this
too
under
want
was
well
went
what
white
who
will
with
yes

First Grade

after
again
an
any
as
ask
by
could
every
fly
from
give
going
has
had
her
him
his
how
just
know
let
live
may
of
old
once
open
over
nut
round
some
stop
take
thank
them
then
think
walk
were
when

Second Grade

always
around
because
been
before
best
both
buy
call
cold
does
don't
fast
first
five
found
gave
goes
green
its
made
off
off
or
pull
read
right
sing
sit
sleep
tell
their
these
those
upon
us
use
very
wash
which
why
wish
work
would
write
your

Third Grade

about
better
bring
carry
clean
cut
done
draw
drink
eight
fall
far
full
got
grow
hold
hot
hurt
if
keep
kind
laugh
light
long
much
myself
never
only
own
pick
seven
shall
show
six
small
start
ten
today
together
try
warm

KUCERA-FRANCIS CORPUS FREQUENTLY OCCURRING WORDS

the
of
and
to
a
in
that
is
was
he
for
it
with
as
his
on
be
at
by
I
this
had
not
are
but
or
have
an
they
which
one
you
were
her
all
she
there
would
their
we
him
been
has
when
who
will
more
no
if
out
so
said
what
up
its
about
into
than
them
can
only
other
new
some
could
time
these
two
may
then
do
any
may
now
such
like
our
over
man
me
even
most
made
after
also
did
many
before
must
through
back
years
where
much
your
may
well
down
should
because
each
just
those
people
Mr.
how
too
little
state
good
very
make
would
still
own
see
men
long
get
here
between
both
life
being
under
never
day
same
another
know
while
last
might
us
great
old
year
off
come
since
against
go
came
right
used
take
three
states
himself
few
house
use
during
without
again
place
American
around
however
home
small
found
Mrs.
went
say
part
once
general
high
upon
school
every
don't
does
got
united
left
number
course
war
until
always
away
something
fact
though
water
less
public
put
thing
almost
hand
enough
far
took
head
yet
government
system
better
set
told
nothing
night
end
why
called
didn't
find
going
look
asked
later
knew

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CLOTHING LANGUAGE

jeans
pants
slacks
suits
trousers

coats
vest
jackets
blazer
sportcoats
solids

prints
sportswear
casuals
coordinates
separates

shoes
boots
slippers
sandals
tennis shoes

socks
footwear
hosiery
athletic socks
panty hose

shorts
briefs
bras
underwear
lingerie

petite
junior
misses
medium
regular

boys
girls
children
toddler
infants

no iron
preshrunk
wash and wear
dry-clean
permanent press

shirt
dress shirt
bodysuits
blouse
sweater

skirts
dresses
evening dress
wedding fashions
maternity

robes
kimonos
nightgowns
pajamas
loungewear

wool
cotton
leather
nylon
polyester

belts
gloves
purses
handbags
accessories

styles
garments
wardrobe
apparel
tailoring

menswear
womenswear
waterproof
lightweight fabrics
outerwear

Source: Jim Richey. Clothing Language. Hayward, California: Janus Book Publishers, 1978.

RESTAURANT LANGUAGE

eggs
ham
bacon
toast
cereal
pancakes
waffles
hash browns
french toast
tomato juice
grapefruit
sausage
biscuits
orange juice
omelets

small
medium
large
jumbo
giant
cafe
diner
truck stop
cafeteria
pizza parlor
baked
grilled
broiled
roast
barbecued

coffee
iced tea
soda
soft drinks
milk shakes
hot dog
hamburger
cheeseburger
French fries
fried chicken
heroes
poor boys
submarines
special of the day
hoagies

tacos
chili
burritos
enchiladas
onion rings
fast food
deli
canteen
buffet
smorgasbord
Chinese
German
Mexican
Italian
French cuisine

host
hostess
waiter
waitress
maitre' d
breakfast
lunch
dinner
soups
salads
steaks
seafood
wine list
cocktails
sandwiches
appetizers
entrees
a la carte
desserts
beverages

Source: Jim Richey, *Restaurant Language.* *Hayward, California: 1978.*

DRUGSTORE LANGUAGE

drugs
medicine
prescriptions
pharmacy
physician

gift sets
hobbies
notions
sundries
novelties

skin care
perfume
cologne
nail polish
cosmetics

refunds
reduced
exchanges
layaway plan
as advertised

nylons
panty hose
sunglasses
hosiery
costume jewelry

magazines
greeting cards
school supplies
office supplies
stationery

shampoo
hair spray
hair rinses
hair coloring
shaving needs

baby food
baby section
baby formula
nursery supplies
vaporizers

headache
remedies
laxatives
antacids
cough and cold

radios
watches
cameras
record albums
photo department
oral hygiene

eye care
foot aids
health aids
first aid needs

toothpaste
toothbrush
mouth wash
breath spray
sickroom supplies

vitamins
diet aids
reducing aids
weight loss
appetite control
appliances

tools
hardware
houseware
kitchenware
small
hygiene

antiseptics
insecticides
bathroom cleaners
laundry supplies
household cleaners

bath powder
deodorants
toiletries
medicated soap
feminine

Source: Jim Richey. Drugstore Language. Hayward, California, Janus Book Publishers, 1978.

ENTERTAINMENT LANGUAGE

film
movies
cinema
motion picture

theater
drive-in
arena
stadium

aisle
balcony
orchestra
double feature

entrance
lobby
snack bar
lounge
exit

box seat
ticket
box office
reserve
general admission

ratings
general
parental guidance
restricted
adults only

sports
rerun
drama
comedy
variety

concert
stage play
preview
musical
documentary

special
serial
mini-series
premiere
spectacular

zoo
arcade
museum
art gallery
amusement park

disco
dining
dancing
night club
restaurant

fair
circus
carnival
exposition
exhibition

comics
magazines
library
fiction
non-fiction
compact disc

cassette
long play
stereo
8-track tape
record album

jazz
popular
rock and roll
classical
country-western

program
TV guide
timetable
movie schedule
entertainment

Source: Jim Richey. Entertainment Language. Hayward, California: Janus Book Publishers, 1978.

MEDICAL LANGUAGE

doctor
nurse
physician
surgeon
dentist

DDS
MD
patient
appointment
emergency

admissions
registration
ambulance
laboratory
therapy

physical exam
positive
negative
allergy
optical

operation
injury
insurance
health plan
dental plan

radiology
pediatrics
urology
obstetrics
gynecology

immunizations
disease
vaccine
booster
health history

tetanus
measles
mumps
tuberculosis
asthma

poliomyelitis
diabetes
rheumatic fever
hernia
sinus

pharmacy
treatment
antiseptic
sterile
medicated

bandages
cotton
compress
gauze pad
adhesive tape

thermometer
alcohol
ointment
elastic
scissors

chronic
cough
convulsion
exhaustion
bleeding

pain
acute
fever
headache
dizziness

vomiting
unconscious
infection
nausea
nervous

wound
inflammation
capsule
tablet
addictive

Source: Jim Richey. Medical Language. Hayward, California: Janus Book Publishers, 1978.

COOKING VOCABULARY

BAKING:

salt
milk
eggs
vanilla
butter
chocolate
sugar
flour
baking powder
margarine
baking soda
nuts
brown sugar

CUTTING:

chop
dice
mince
cube
peel
shred
grate
slice
cut

PACKAGE DIRECTIONS:

boil
simmer
pounds (lbs.)
tablespoon
beat
cream
stir
fry
steam
drain
package
cup
teaspoon
mix
fold in
spread
saute
can

APPLIANCE VOCABULARY

WASHER:

warm
cold
normal
gentle
permanent press

DRYER:

air
fluff
push to start
delicate
heavy

STOVE/OVEN:

front
rear
right
left
bake
off
hi
lo
broil

SUPERMARKET VOCABULARY

- Bottle Return
- Rest Rooms
- Customer Service
- Entrance
- Exit
- Do Not Enter

- Dairy-Biscuits
  - Margarine
  - Cheese
  - Fresh Milk
  - Fresh Eggs
  - Soups
  - Soup Mixes

- Mushrooms
- Canned Vegetables
- Instant Potatoes
- Canned Tomatoes
- Canned Beans
- Canned Meats

- Crackers
- Cookies
- Snacks
- Snack Cakes

- Foil
- Wax Paper
- Trash Bags
- Paper Products

- Health Aids
- Beauty Aids
- Tooth Paste
- Shampoo
- Baby Needs
- Baby Foods
- Disposable Diapers

  - Produce
  - Poultry

- Express Lane
- 10 Items Or Less
- No Checks Please
- As Advertised
- Manager's Special
- Every Day Low Price

- Powdered Drinks
- Water
- Canned Juices
- Canned Fruits
- Vegetable Juices

- Coffee
- Tea
- Creamers
- Chewing Gum
- Candles
- Candies

- Diet Crackers
- Diet Fruit
- Pasta
- Pickles
- Mexican Food
- Spaghetti Sauces

- Toilet Tissue
- School Supplies
- Stationery
- Paper Towels
- Paper Goods
- Sewing Notions

- Dressings
- Mayonnaise
- Catsup
- Can Milk

- Meats
- USDA Choice

Cat Food
Dog Food
Pet Food
Pet Supplies

Dry Cereal
Corn Flakes
Instant Breakfast
Oatmeal

Spices - Extracts
Flour
Cake Mixes
Gelatin Puddings
Salt
Sugar

Jellies - Syrups
Rice - Dry Beans
Stuffing Mixes
Jewish Food
Chinese Food
Oil - Shortening

Soap Powders
Dish Wash Detergents
Heavy Duty Liquids
Bath Soap
Cleansers
Liquid Soaps

Brooms - Mops
Brushes
Insecticides
Bathroom Liquids
Fabric Softeners
Bleaches
Starches

Glassware
Kitchen Aids
Housewares
Motor Oil
Charcoal

Wine
Champagne
Drink Mixes
Mixers
Soft Drinks
Canned Drinks

Potato Chips
Snacks
Assorted Nuts
Potatoes
Bread Crumbs
Bread Rolls

Frozen Bread
Frozen Seafood
Frozen Meats
Frozen Potatoes
Frozen Pizza
Cold Beer

Frozen Juices
Frozen Baked Goods
Frozen Desserts
Frozen Vegetables
Frozen Dinners
Frozen Meats

Fresh Fruits
Mushrooms
Plants
Flowers
Orange Juice

Ice Cream
Novelties
Danish Bakery
Baked Products
Bread/Rolls

Lettuce
Fresh Fruits
Fresh Vegetables
Bananas
Apples
Onions

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